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ABSTRACT

This is an informative listing for educators, librarians, and others interested in materials for bilingual multicultural education. Items are listed according to: title, author, subject, and publisher/distributor indexes. The following are among the topics covered: (1) African and Afro-American culture; (2) Native American cultures; (3) arts and crafts; (4) audiovisual materials; (5) career education; (6) early childhood; (7) children's literature; (8) English as a second language; (9) mathematics; (10) music; (11) French, Italian, German, Hispanic, Vietnamese and Chinese languages and cultures; (12) science; (13) social studies; and (14) parental and community involvement. A typical annotation includes the following information: title, author, name and address of the publisher, publication date, pagination or number of parts, languages used, intended audience or level, and a descriptive statement. Selection criteria for the annotated and for the analyzed items include availability and relevance to bilingual education. (AM)

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CARTEL



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ANNOTATED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS

Vol. III, No. 42, June 1976

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CARTEL

**Annotated Bibliography
of Bilingual Bicultural
Materials** Vol. III, No. 42 June 1976

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for Bilingual Education

Dissemination and Assessment Center
for Bilingual Education
Education Service Center, Region XIII
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Publisher's Notes

CARTEL is an informative listing for educators, librarians and others interested in materials for bilingual, bicultural education. The annotated listing provides project personnel with information about relevant bilingual, bicultural materials for their programs. The descriptions attempt to inform, rather than to recommend or disparage. Selections are based on the criteria listed below. Material must meet the first two criteria and at least one other.

- Is published or available in the United States, its territories or possessions
- Includes a source address
- May be used in the education of bilingual children
- Contributes to staff training for bilingual, multicultural programs
- Furthers the progress or success of bilingual, multicultural education

Entries are listed alphabetically by title. A typical annotation includes information in the following order: title, author or developing agency, name and address of the publisher and/or distributor, publication date, number of pages or parts, language(s) used, intended audience or level, and a descriptive statement. A publication date preceded by the international copyright symbol indicates copyrighted material. Where no such indication is present, the material is in the public domain and may be reproduced for local use. Any information omitted from the annotation was not available at press time and may be requested from the publisher. **In each case the publisher is the source for further information; addresses are included in each case.**

A ☆ indicates materials published by or available from the Dissemination and Assessment Center for Bilingual Education. Fiscal procedures require prepayment or a purchase order in the amount indicated—no tax or postage should be added.

DACBE appreciates your comments and suggestions. Readers are urged to submit pertinent materials and information to the Center for inclusion in this publication.

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AARDVARK BILINGUAL SCIENCE AND SOCIAL SCIENCE READERS. Editor and Project Director Roberto Segura. Aardvark Media Inc., 420 Creek Side, Walnut Creek, California 94596. © 1974. List price, \$2.75; School price, \$2.20 (cloth-bound). English and Spanish: K-1. Authors and pages noted after each individual title.

These readers serve as enrichment material in bilingual reading programs at the early childhood level. All books are illustrated page by page. The text in all books, with its short sentences and easy-to-read print, is suited to the needs of beginners in reading.

Adventures of Sapo; Level One/Las aventuras de Sapo; nivel uno. Susan G. Martin; photography by Pat Kabasa, Don Arcenaux and Craig Slutz. 46pp.

The story is about a rather curious toad who upon hearing a loud noise, starts to investigate the situation. His investigation leads him to a truck full of children. He then decides to jump into the pocket of one of the children's jackets.

More Adventures of Sapo; Level One/Más aventuras de Sapo; nivel uno. Susan G. Martin; photography by Pat Kabasa, Don Arcenaux and Craig Slutz. 52pp.

This story is a continuation of *Adventures of Sapo*. The story picks up on the truck scene, where Sapo jumps out of the child's jacket and goes out to see the wild animals and insects. The toad, however, has been left behind, and Sapo stays in the field hoping to see his friends again.

Hello! ; Level One/¡Hola! ; nivel uno. Sue Eliot; photography by Len L. Mills and John Ernst. 38pp.

This story is about the various means of transportation people use to get to certain places. In this particular case, the children walked, rode their bikes, rode a bus, or rode a car to get to their school.

My School; Level One/Mi escuela; nivel uno. Sue Eliot; photography by Len L. Mills and John Ernst. 46pp.

The school is personified, and talks about the children and their activities.

Chato, the Snake; Level Two/Chato, la serpiente; nivel dos. Susan Lewke; photography by Robert Lewke, Jefflyn Jones and Dick Strinde. 58pp.

The teacher's announcement in class that the students would go see a snake the following day made the children restless and excited in anticipation of the field trip.

The Return of Chato; Level Two/El regreso de Chato; nivel dos. Susan Lewke; photography by Robert Lewke, Jefflyn Jones and Dick Strinde. 58pp.

The snake, having been brought to class, disappeared from his box. The children look and search for him in the classroom; Chato appears in the wastebasket.

Joyful Days; Level Two/Días alegres; nivel dos. Alice Precht Wright; illustrated by Pat Kabasa. Cover drawn by a first grader. 46pp.

This story is about a little girl, Veronica, who must take to school an object for her "Show and Tell" class assignment.

One Day Without School; Level Two/Un día sin escuela; nivel dos. Alice Precht Wright; illustrated by Pat Kabasa. Cover drawn by a first grader. 46pp.

Carlos wants to learn how to ride a bike; through trial and error he succeeds in riding the bike by himself.

Abecedario divertido: coloreando y aprendiendo/ABC Fun: Color and Learn. Rio Grande Book Co., 2112A North 1000 10th Street, McAllen, Texas 78501. ©1975. 48pp. \$0.49 (paper-bound). English and Spanish: K-6.

Each page of this coloring book has a large drawing with a description beneath it in both English and Spanish. The words are organized according to the Spanish alphabet. This book would be easy to adapt to transparencies and ditto masters for use in a bilingual setting.

The Acoma Indians: People of the Sky City. Leslie A. White; photography by H.L. Hames. The Rio Grande Press, Inc., Glorieta, New Mexico 87535. ©1974. 238pp. \$15.00 (cloth-bound). English: General Interest.

A Paper from the Bureau of American Ethnology, Annual Report 47, 1929-1930.

First published in 1932, this volume contains photographs of Acoma ceremonial masks reproduced in full color for the first time. The book presents an historical sketch and descriptions of government, clan organization, ceremonies and ceremonialism, myths, and tales. Discussion would be appropriate in social studies, ethnic studies or similar classes.

¡Adelante! Miguel Francisco Barragán. Bronze Artists, P.O. Box 4111, Phoenix, Arizona 85030. ©1970. \$5.00 (record and paperback). Spanish: JHS-HS; Adult.

A moving presentation of the hardships and struggle for social justice of an exploited people, these songs beautifully reflect the composer's moods of sadness and defiance. His family and the Chicano movement are his inspiration, markedly evidenced in his compositions.

Side one includes: *Adelante Raza*, *Coplas de un pobre*, *Marcha de Delano*, *Un sueño de esperanza*, *Raza en marcha*, *Mujer valiente*. Side two contains some popular Mexican American songs.

These songs provide first hand accounts of the Chicano experience, and are appropriate for discussion workshops in social studies classrooms.

Adventures in Costa Rica. (Multi-media) Barbara Boekemeier, editor; photographs and script by Pamela Meyer; for Educational Planners, Inc. English translation by Rubén A. Soruco B. EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota 55101. ©1973. \$44.00, includes two color filmstrips (average 68 frames), two cassettes, two color wall posters, Teacher's Guide. English and Spanish editions (specify when ordering): Primary.

Two units comprise the multimedia program: *Pablo of Costa Rica/Pablito es de Costa Rica* is the story of a young boy of a village where coffee is a major crop. Pablito and his family are seen in their daily activities via a loose story line; the visual background is color photography of the semirural area of Costa Rica. *How Uncle Bunny Got His Long Ears/Cómo el Tío Conejito recibió sus largas orejas* is based on the Costa Rican form of a Latin American folktale in which the rabbit is unhappy about his relationship with other animals until he outwits a jaguar, a tortoise and a boa out of their skins in order to satisfy the Feathered God. The teacher's guide, provided in English and Spanish, includes complete transcripts of the story line, a variety of student activities with appropriate background notes and bibliographies of student readings in English and Spanish. The color posters trace the coffee bean from tree to cup and illustrate on a large map the location of Costa Rica and Pablo's mountain village.

Alcohol; A New Focus. (Film) Narrated by James Brolin for Nosseck Productions. American Educational Films, 132 Lasky Drive, Beverly Hills, California 90212. ©1972, 1975. 17 minutes. 16mm. sound, color. \$255.00; Rental \$30.00

English and Spanish versions: JHS-HS.
Health Film Library: A Noel Nosseck Film.

The film opens with a nineteenth century temperance debate in front of an Old West saloon. The arguments of the two extreme positions reveal the question as ageless and unresolved. A historical review of alcohol and in-briation is climaxed by scenes in which today's young people are faced with a decision. The youthful Dr. Leonard Schwartzman presents the medical facts relating to alcohol in the body as the case is built for common sense based on knowledge. A film guide provides some background, a synopsis, questions to promote discussion, and vocabulary. The Spanish translation is a voice-over and, like the English film, uses a variety of native speakers to produce the same effect. This film may be used in health education or science classes or with adults in a bilingual setting.

The American Indian: A Bibliography. Written and illustrated by Paul Ragan. The Acquisitions Department, Belk Library, 202 Locust Street, Appalachian State University, Boone, North Carolina 28608, 1973. 242pp. \$5.25 (paperbound). English; Researchers.

This bibliography of selected books about American Indians which are located in Belk Library, Appalachian State University has entries classified under 121 categories by subject or type of work; 79 of these categories represent specific tribes—Abnaki, Algonquin, Choctaw, Navaho, Nez Perce, Seminole, Sioux, etc. Listings provide author, title, publisher, and copyright information. A title and author index concludes the work. The listings may be useful to researchers of American Indians as a quick source reference.

American Indian Contributors to American Life. John M. Franco and others. Benefic Press, 10300 West Roosevelt Road,

Westchester, Illinois 60153. ©1975. 192pp. \$3.45 (hardbound). English: Grades 2-8.

A series of biographical sketches about outstanding American Indians, it is designed to stimulate interest in Indian culture and lead to reading activities. Each chapter includes a timeline of the individual's life, vocabulary words, study questions, independent activities, and a bibliography. The narrative sections are printed in large type and written in simple language. Photographs and brown and white drawings illustrate the book. There are also several resources to encourage further study: a map of original tribal lands, a list of significant dates, and brief descriptions of other prominent American Indians.

American Indian Education: A Selected Bibliography. ERIC/CRESS Supplement No. 5. Distributed by National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702. ©1975. 396pp. \$7.00 (paperbound). English: Professional Resource.

This bibliography was compiled by ERIC's Clearinghouse on Rural Education and Smaller Schools (CRESS) located at New Mexico State University, Las Cruces. It is a supplement to four other ERIC/CRESS bibliographies on American Indian Education. The five documents form a series "designed to provide cumulative coverage" on the subject. Two ERIC publications were the basic sources for the bibliographies. *Resources in Education (RIE)* is a monthly collection which abstracts research, reports, and resource materials in education. *Current Index to Journals in Education (CIJE)*, also published monthly, cites articles from more than 700 journals, quarterlies, annuals, and yearbooks. Entries from *RIE* are fully abstracted; *CIJE* entries are brief. Titles are arranged in order by ERIC accession number, and there is a subject index. Since it was developed with public funds, this document may be reproduced for educational use.

AMERICAN INDIAN LEGENDS. (Sound filmstrips) C. Fayne Porter, collaborator; Linda Stewart, producer. Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611. ©1971. Program of six units with color filmstrip, cassette, Teacher's Guide. \$80.73 complete set; \$70.20 with record option. \$14.95 per unit; \$13.00 with record option.

The legends of the various tribes reveal aspects of their cultures, all of which are nature- and supernature-oriented. As all such legends, their appeal is not just to children, although their usefulness in studying Indian cultures and in story hours will be apparent.

The Wild Rose (Cherokee).

A beautiful maiden marries a wolf-man. When his death results in a threat to her, a magic bag he has given her causes wild roses to spring up in a thorny hedge to protect her.

How Mother Possum Got Her Pouch (Seminole).

When Mother Possum leaves her children to go and find food, she returns to find them imprisoned by large birds, the chuck-bul-gee. The turtle succeeds in frightening them away with a stick, which he also uses to magically create a pouch for Mother Possum.

Saynday and the Gambler (Kiowa).

A gambler brags that he can outwit the famous Indian trickster Saynday; but Saynday tricks him into giving him all his clothes and his horse before the gambler is left standing in his underwear while Saynday rides away.

How the Woodpecker Got His Feathers (Haida).

Woodpecker, who has no feathers, is angrily called to see his great-grandfather because of the noise he makes. The great-grandfather punishes him for his rudeness by attaching feathers all over him and painting his head red.

How Corn Came to the Choctaws (Choctaw).

A beautiful spirit maiden rewards two hungry young braves who share their food with her by bringing them the corn plant. There is much rejoicing by the tribe at the successful harvest which will feed them all.

The Ptarmigan's Beak (Eskimo).

A very old ptarmigan, who finds it hard to compete with the younger birds for food, one day breaks his beak on a seed. The woodcarver to whom he goes for help carves him a shorter beak, which works so well the younger ptarmigans go to have theirs remodeled also.

AMERICAN INDIAN NATURE LEGENDS. (Sound filmstrips) Troll Associates, Educational Reading Services, 320 Route 17, Mahwah, New Jersey 07430. ©1974. Program of six units with color filmstrip, cassette or record, Teacher's Guide. \$19.00 for two filmstrips with accompanying recording; \$57.00 complete program. English: Grades 3-6.

The tales of six American Indian tribes on some aspects of nature make up a listening and viewing program of potential usefulness in language arts, social studies, story hours and other areas.

Stealing the Sun (Cherokee).

How the animals tried to steal the Sun from the East, and the results of each of their efforts are related in this legend.

The Answering Universe (Papago).

The butterflies were created by the Great Spirit and the rainbow was made as a means of communication between separated lovers.

Animal Mysteries (Cheyenne and Hopi).

The turtle in this Cheyenne legend takes fifty young hunters to their death because of their disrespect for his power.

Rooster shows Coyote he is more powerful because he can make the sun rise, in a Hopi legend.

The Search for Buffalo.

The magic buffalo is discovered as a source of food when a young Indian boy spies on the Ravens to find out where their mysterious food (meat) is hidden, thus providing the Indians with a source of shelter and clothing as well.

Creatures of the River (Cheyenne).

The boy in this story turned into a snake when he ate two magic eggs; he became the guardian of the Mississippi River.

Thunder Spirits (Iroquois).

A young hunter betrayed and left for dead by his companions is rescued from his fate by spirit men, "The Thunders," and later becomes the spirit protector of the Iroquois.

American Indians: A Study Guide and Source Book. Lynn P. Dunn. R and E Research Associates, 936 Industrial Avenue, Palo Alto, California 94303. ©1975. 119pp. \$6.00 (paperbound). English: Upper Elementary-JHS.

Intended for use as a text in an ethnic studies class, the book presents a rather simplistic view of cultural and historical reasons for the present socioeconomic status of the group. The book does have extensive references to additional sources. Similar titles by the author: *Asian Americans: A Study Guide and Source Book*, *Black Americans: A Study Guide and Source Book*, *Chicanos: A Study Guide and Source Book*.

American Virgin Islanders: On St. Croix, St. John and St. Thomas. Sabra Holbrook; illustrated by Haru Wells. Parents' Magazine Press, 52 Vanderbilt Avenue, New York, N.Y. 10017.

© 1974, 64pp. \$4.59 (library binding). English: Grades 2-6.
A Finding-Out Book.

In simple language and style the author traces the history, politics and social structure of the Virgin Islands. The facts are presented in a human context to which the elementary reader can easily relate. Comparisons of the islands with each other and with other Caribbean islands clarify the uniqueness of the local scene, especially in relation to present-day situations which have resulted from tourism and the influx of aliens due to industrialization. This book would be a useful resource in a library as well as a text.

Américas. Organization of American States, Washington, D.C. 20006. Monthly. Approximately 48pp. One year subscription, \$8.00. English, Spanish, or Portuguese: General Interest. Volume 27, No. 8, August 1975.

Américas is the monthly publication of the Organization of American States, "the regional organization of the Western Hemisphere created to maintain peace, ensure freedom and security, and promote the welfare of all Americans." Member states are "the Latin American nations and the United States. Articles deal with history, folklore, current events, art, and literature with emphasis on Latin America. Numerous photographs, both black and white and color, illustrate the magazine. The *OAS Chronicle*, the bimonthly newsletter of the organization, also appears in the publication at regular intervals. The potential subscriber should specify language of interest. High school language arts and social studies teachers may use this publication as resource material for research purposes or for independent reading.

Ancient Mexican Art Prints, Books I and II. Olga Ponce Furginson and Rodolfo Allen, Book I; Olga Ponce Furginson and Rosa Ponce Dungereaux, Book II. Translated by Judith Campos and Rodolfo Allen, Book I; Rosa Ponce Dungereaux and Rodolfo Allen, Book II. Illustrated by Olga Ponce Furginson. Pan American Book Company, 4362 Melrose Avenue, Los Angeles, California 90029. ©1975. Book I, 22pp.; Book II, 21pp. \$1.95 each (paperbound). English and Spanish: Upper Elementary-HS; General Interest.

Books I and II, the first two books in a series, deal with ancient Mexican stamps and Aztec calendar glyphs, respectively. Other titles in preparation are: *Aztec Gods*; *Ancient Mayan Art*; *Ancient Designs Motifs*, and *Prehispanic Disc Designs*. The designs in Books I and II are free-hand reproductions, on 8 1/2" by 11" paper, in outline form. Students from upper elementary grades on up would find them fun and easy to color, and certainly different from the kind of coloring books ordinarily available. Adults would also enjoy the drawings and the information.

Stamps of all shapes and designs are found in many sites all over Mexico, a few made of bone, copper or stone, but the majority made of baked clay. They are believed to have been used to stamp designs on the body, on pottery, and on paper (made from the maguey plant). Designs were also printed on cloth and skins, by inking the surface of the stamp and applying it with pressure. The Indians used vegetable and mineral dyes, and mostly the designs were done in only one color. There are stylized drawings of many subjects meaningful to the peoples of ancient Mexico: the dog or coyote, a representation of the wind god *Ehecatl*, masked faces, and a delightful rabbit within a double circle with a delightful legend explaining why the Indians of past centuries saw a rabbit-in-the-moon rather than the man-in-the-moon common to modern imaginations.

El Tonalamatl was the name of the Aztec calendar in the Nahuatl tongue. The words mean "paper of the sun and of the days," and the calendar was used by the priests for ritual, astronomical, and divinatory purposes. No specific reason has been discovered for the use of the glyphs in the calendar, since so many records kept by the Aztecs were destroyed.

At the bottom of every illustration, a brief explanatory note is provided in English and Spanish. The versions in both languages could use some editing, but the information is interesting and may serve as a taking-off point for further study and exploration of ancient Mexican art and beliefs.

Los animales del parque. Arcadia López; illustrated by Harold Herrington. American Universal Artforms Corporation, P.O. Box 2242, Austin, Texas 78767. 1973, 1976. 28pp., \$1.50 (softbound); Teacher's Guide: 20pp., \$2.50; reading activities booklet: 12pp., \$2.00. "El parque paquete" (twenty-five copies of each storybook and activities booklets and Teacher's Guide) \$85.59. Spanish: Preschool-Primary Grades.

The young listener or reader will be reminded of animals seen in zoos or in pictures as he experiences this program. The original line-illustrated reading book is now accompanied by a reading activities booklet and a teacher's guide. Differences in size, shape, functions, body coverings, colors, and habitat are pointed out, lending themselves to lively classroom discussion. The giraffe and badger illustrate "*Animales altos y animales bajos*," a pelican contrasts with a kangaroo for "*Animales con buches y animales con bolsas*." Some fifty animals to be colored appear in the book and in the student's activity book of mazes, matching, questions and answers, completion, unscrambling, and puzzles. Although the reading and activities in the students' books are in Spanish, the teacher's guide which is in English, provides discussion questions in Spanish and English for use in the bilingual setting.

Aprenda a convivir con los niños. Dr. Gerald R. Patterson and M. Elizabeth Gullion: Spanish translation by Blanca M. de Álvarez and Guido A. Barrientos. Research Press Company,

Box 3177-1, Champaign, Illinois 61820. ©1968, 1971. 91pp.
\$3.00 (paperbound). Spanish: Educators; Parents.

The format of this manual is designed to ensure that the reader actively participate in the learning process as he reads. This is accomplished by leaving blanks where key words belong and having the reader fill in the blanks as he reads (the correct response is at the bottom of the page). The manual explains behavior modification techniques which might resolve or minimize behavioral problems children have. The book also gives reasons that might have caused such behavior in the first place, and in this way can be used by the teacher or parent as a self-examination in his (her) child-adult relationships.

A.R.F.Y. "Thinking Kits." Cecilia Avalos; illustrated by Barbara Young. Spanish translations by Bob Robles. A.R.F.Y. Enterprises, Inc. Available from G.O.L. Publishing, Inc., 2218 East Magnolia, Phoenix, Arizona 85034. ©1974. Seven multimedia kits, available in combinations of three (\$7.35) to seven (\$15.27). For complete information on prices, please contact the publisher. Spanish and English: Preschool-Grade 3.

The kits are designed to serve over a year's time in increasing the English and Spanish language communication between children and their parents as well as with others. All activities included are designed to foster verbal interaction as well as a variety of learning skills (labeling, grouping, classification, etc.) and some physical tasks. Materials for some indoor activities are included; suggestions for other constructive play, indoor and outdoor, are presented as well; drawing, hammering, splashing, walking, collecting. All instructions and most text are in both Spanish and English.

Kit 1: ARFY Ideas, Volume 1/ *Ideas de ARFY, Volumen 1.*

Kit 2: The "Cow" Kit.

Kit 3: The "Turkey" Kit.

Kit 4: Johnny Glitterbug, a Book Especially for _____
and the _____ Family.

Kit 5: I Can Choose My Own Clothes/ *Puedo escoger mi ropa.*

Kit 6: I Can Dress Myself/ *Puedo vestirme solo.*

Kit 7: Oh Dear, Vacation Time is Here! / *¡Qué mortificaciones, llegaron las vacaciones!*

Aritmetica para principiantes: Serie 1—Apresto para los números; Serie 2—Conceptos numéricos. (Multi-media) Creative Arts Studio, Inc. for Encyclopedia Britannica Educational Corporation. EBE/EBESA, 425 North Michigan Avenue, Chicago, Illinois 60611. ©1960, 1974. Color, average 30 frames. Series 1—six filmstrips, Teacher's Guide with scripts; Series 2—five filmstrips, Teacher's Guide with scripts. \$66.00 (boxed); \$6.00 each filmstrip. Spanish: K-1.

Based on *Arithmetic for Beginners: Series 1—Number Readiness; Series 2—Number Concepts.*

Designed for kindergarten and first grade children, the filmstrips in this readiness program introduce numbers and basic number concepts. The accompanying scripts, to be read by the teacher, present the situations pictured and ask questions about them. The children are to actively participate by answering the questions and by manipulating objects with which they have been provided. The only evidence of multiculturalism in the situations or characters pictured is in the filmstrip titled *Pedro y sus ovejas*, and it shows Pedro, *sombrero* and all, using rocks and sheep to count; the children's names which appear are Tom, Betty, Dan, Bob, Jane, Dick, and Sue. Also, where the words for numbers are introduced, *una muñeca* is pictured with the numeral 1 and, illogically, the word *uno*. The script generally uses universal Spanish, and the teacher can easily adapt the language according to the children's needs.

Arrows Four: Prose and Poetry by Young American Indians. Edited by T. D. Allen. Washington Square Press-Pocket Books, 630 Fifth Avenue, New York, N.Y. 10020. ©1974. 175pp. \$0.95 (paperbound). English: Upper Elementary-HS.

A useful resource in a library, this collection of poems and short stories is the cumulation of four (a number of great significance to American Indians) years of learning and self-exploration. The young people were part of a creative writing project in over forty Bureau of Indian Affairs schools. While the writings represent the specific individuals' thoughts and more generally their experiences as American Indians, there is a universality of theme to be appreciated as the voice of the young, and of men and women of the future.

The Art of the Totem Pole. (Filmstrip) Produced by the National Film Board of Canada. Distributed by Donars Productions, P.O. Box 24, Loveland, Colorado 80537. ©1971. 51 frames, color; silent, captioned. \$6.50. English: Grades 6-12; College.

Color photographs show totem poles from a variety of tribes on the U.S. West Coast. Totems chosen illustrate the variety of purposes for which they were carved and erected—ceremonial, architectural, etc. Close-ups of the details point up differences in art style and typical features in the portrayal of persons or animals often found on totems. The filmstrip can be used to foster discussions related to units on aspects of the American Indians' cultures.

Asian Cultures. Paul Thomas Welty. Map by Alan Young; cover design by Nancy Earle. J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105. ©1974, 1970. 219 pp. \$2.64 (paperbound). English; JHS-HS; General Interest. *World Cultures Sourcebooks Series.*

This book is one in a series of *World Cultures Sourcebooks*, each of which presents "a collection of observations, documents, and primary sources. The span of time covered by these readings ranges from prehistory, through the earliest known writings, . . . to the most recent historical period. In addition to the readings, each of the *World Cultures Sourcebooks* contains a map, a chronological table of major historical events for the area under study, and a list of further readings."

The selections in *Asian Cultures* are divided into broad classifications: The Environment, Ideology, Creativity, Society, and Politics. In most selections, "the people of Asia describe themselves, their concepts, and their values." The range of the material is broad indeed. The subjects include: the *Bhagavad-Gita* (the *Song of God*), the two major schools of Buddhism, Confucianism, folk music, contemporary Indian literature, Chinese and Japanese plays and literature, the Marriage Law of the People's Republic of China, *kogai* (environmental pollution in Japan), problems of survival in Bangladesh, quotations from Mao Tse-tung, and the Chinese Communist attitude toward the U.S.S.R. The book also contains Truman's statement about the atomic bomb, an article on the Korean War, the actual texts of Marshall Green's 1965 address concerning Communist China, Richard Nixon's 1972 U.S.-China communiqué, and the Cease-Fire Agreement with North Vietnam.² The selections all make for interesting reading, and should provide a basis for thought-provoking discussions in any classroom.

The Asians: Their Heritage and Their Destiny. Paul Thomas Welty. J.B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105. ©1973. 338pp. \$7.50 (hard-bound). English: HS; Adult.

The purpose of this book is to challenge the view that "On one side of the line there is an Eastern way of life—alien, quaint, and mysterious. On the other side of the line there is a 'Western' way of life—humane, normal, and understandable." Mr. Welty discusses economics, geography, religion, politics, and social

life in various Asian countries. Particular emphasis is given to India, China, Japan, and Southeast Asia. As the author states in the preface, the book is an introductory text designed to encourage the reader to learn more about Asia and its peoples. An interesting chapter "Asians Look at Americans" presents some commonly held attitudes about Americans and reveals "something of the high barrier of . . . misconception separating the two cultures." After reading the excerpt, the student would probably respond, "But I'm not like that" — in itself, a worthwhile learning experience about cultural stereotyping. Black and white maps illustrate the book, and a categorized bibliography concludes the work. There are no activities or study questions accompanying the chapters. This publication may be used as a resource book in a comparative government class.

Así escribimos: A Writing Workbook for Beginning Spanish Students. Alice Arlene Mohrman; edited by Dorothy Sword Bishop. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60067. ©1974. 98pp. \$2.69 net; \$1.69 net each, 5 or more (paperbound). English and Spanish: JHS-HS.

This workbook for first-year students of Spanish contains a series of writing exercises to help the student reinforce and develop his knowledge of the structure of the Spanish language. Important grammatical structures that are taught in most beginning Spanish classes are presented in twenty-three lessons with major emphasis given to uses of verbs in the present tense. Also developed are the concepts of person and number, noun-adjective agreement, and word order in statements and questions. *Así escribimos* may be used with advanced foreign language education classes.

Así son los mexicanos-2. (Multi-media) Robert Brett and Wolfgang Kraft. Produced and distributed by EMC Corporation 180 East Sixth Street, St. Paul, Minnesota 55101. —1974

Seven color filmstrips, six tapes (cassette or reel-to-reel), six Student Activity Booklets, and Teacher's Guide. \$95.00 complete set. Additional Teacher's Guides, \$2.50, Booklets, \$0.75. English and Spanish: HS-College.

Así son los mexicanos - 1 annotated in *Cartel, No. 12* (Cumulative Issue—1973, pp. 3-4).

Así son los mexicanos is a basic multimedia program comprised of two series and designed for students learning Spanish as a second language. Contents of both series include filmstrips and recordings which offer visual and oral reinforcement of vocabulary and grammar. The total vocabulary introduced in both series is approximately 1200 words. Included also are Student Activity Booklets, containing practice exercises, and a teacher's guide providing a description of content, teaching strategies, and additional background information in the cultural areas presented. The setting in both filmstrips is contemporary Mexico.

Ask a Cactus Rose. Written and illustrated by Adele Seronde. The Wenkart Publishing Company, 4 Shady Hill Square, Cambridge, Massachusetts. ©1973, 40pp. \$2.95 (paperbound). English: Elementary.

Similar title: *Ask a Daffodil*.

Country and city life are reflected in these poems for the young reader. The situations depicted in the poems are whimsically and colorfully illustrated. The language used in the poems follows letter combinations and patterns which allow for a phonetic approach to reading. The author has used this approach effectively in that the poems are neither contrived nor stilted.

Attitudes and Motivation in Second-Language Learning. R. C. Gardner and W. E. Lambert. Newbury House Publishers, Inc.,

68 Middle Road, Rowley, Massachusetts 01969. ©1972. 316pp. \$7.95 (paperbound); \$11.95 (clothbound). English: Educators; College.

"How is it that some people can learn a foreign language quickly and expertly while others, given the same opportunities to learn, are utter failures?"—this question is the subject of Gardner and Lambert's book, the result of twelve years of research. The authors deal primarily with adolescents in school settings learning either English or French, but their observations have meaning for other languages as well. Gardner and Lambert have avoided easy answers such as "It all depends on the teaching method" or "Some people just have a knack for language." Taking a sociopsychological approach, they have constructed the beginnings of a theory which "maintains that the successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group." Studies were conducted in Ontario, Montreal, Louisiana, Maine, Connecticut, and the Philippines. Much of the information in this book is highly technical, and a knowledge of statistics would be helpful to the reader. However, the authors are careful to summarize their findings in very readable narratives.

Austin Spanish Articulation Test. Elizabeth Carrow; revised by Mike Pool and Diana Limón. Illustrated by Vicente Rodríguez. Learning Concepts, 2501 North Lamar, Austin, Texas 78705. © 1974. 128pp. Specimen set \$15.10; includes Test Booklet (14.95, spiral bound) and scoring form. Package of twenty-five scoring forms, \$3.75. Spanish: Ages 3-12.

The *ASAT* was designed to provide a means of evaluating the principal phonemes and phoneme combinations of the Spanish language, but not attempting to distinguish between allophonic variations of different geographical regions. The test should be used by speech pathologists having experience in articulation testing and fluency in Spanish. The fifty-nine pictorial stimuli

call for vocabulary found in field testing, to be familiar to children in south Texas. The test is administered individually in approximately twenty-five minutes; scoring instructions are included in the manual.

Aventuras científicas. Format by K. Evenson; photographs by Instituto Moody de Ciencia. Casa Bautista de Publicaciones, P.O. Box 4255, El Paso, Texas 79914. ©1971. 31pp. \$0.35. Spanish: Intermediate. Based on the film *Aventuras científicas*.

This booklet serves as a science text supplement, particularly in bilingual classrooms. Illustrated with black and white photographs and concisely written, it includes the following titles: *Un murciélago llamado Mercurio*; *El saltamontes*; *Joyas del cielo*; *El ser misterioso del patio*; *Templos vivientes*; *Las maravillas del cielo*; *Una historia acerca de los peces*; *El agua de la vida*. This publication is of particular use for research assignments at the intermediate grade level.

Las aventuras de Paquito y Filemón, Libros I-V. Corina Lozano; illustrated by Herminio Ramírez. Available from the author: P.O. Box 981, Edinburg, Texas 78539. ©1974. \$.20 each. Spanish: Primary.

Useful as supplementary reading materials, these readers are interesting and charmingly illustrated. The author has used newsprint for the books in order to make them economical enough to allow each child his own reader to leaf through, underline difficult words in, and color as he likes. The stories are related in dialogue form through the characters, an approach which children will find interesting and enjoyable. The main characters are Paquito, a little boy, and Filemón, his donkey. The adventures that Filemón leads them into make up the stories—generally the two end up in worlds where everything is of one color. Although at first it seems that these worlds must

be perfect since everything and everyone is the same color, Paquito and Filemón soon find that problems and dissension still exist. They learn that the diversity in nature and in people in their (our) world is not the real problem and that peace and harmony are possible.

A teacher's guide is included with suggestions for using the readers. The titles in the series are:

Libro I: ¡Allá vienen los homõrecitos verdes! (28pp.)

Libro II: Los homõrecitos rojos vencieron (20pp.)

Libro III: Los homõrecitos amarillos son hijos del Sol (20pp.)

Libro IV: La princesita Azulina se casa (16pp.)

Libro V: ¿Quiénes nos llaman? (20pp.)

Aventuras en la ciudad. Heywood Wald and Manuel Deren. Edited by George E. Smith; illustrated by Bill Negrón. Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02017. ©1973. 235pp. \$2.88 (paperbound). Spanish: HS.

Second book in series of *Sequential Spanish Readers*.

An intermediate reader aimed at the Spanish speaker, this book attempts to stimulate the student's use of Spanish by using story-picture situations dealing with current urban life. Each lesson, planned around the story, contains English translations of vocabulary items, exercises, and enrichment activities. The book can also be used in Spanish as a foreign language class.

Aztlán: The Southwest and Its People. Luis F. Hernández. Hayden Book Company, Inc., 50 Essex Street, Rochelle Park, New Jersey 07662. ©1975. 192pp. \$3.95 (paperbound). English: General Interest.

Five distinctly different groups of people have played a major role in the development of the Southwest: the Indian, the Spaniard, the Mexican, the Anglo American, and the Mexican

American. The author interprets the history of the Southwest by telling the story of the actions and reactions of these five groups of people to the forces that moved, and continue to move, their lives, mainly Nature and Man. Emphasis is on the new culture which developed in the Southwest, the Mexican American. The book presents the view that the Mexican American culture is a unique culture in that it is "the bringing together of four cultures into one people." Suggested activities for each chapter and an index are included. This publication serves to supplement studies of the Southwest.

Basic Bilingual Reading Series. Educational Sensory Programming, 2304 East Johnson Street, Jonesboro, Arkansas 72401. ©1974. 12 cassettes, 24 lessons, 24 spirit worksheets per level (Level I-Readiness, Level II-Grade 1, Level III-Grade 2). \$72.00 per level. English and Spanish: K-2.

The "alternate" language approach is used, orally and visually, to introduce the concepts presented in these materials. The lessons are presented phrase by phrase in English and Spanish on the tapes, with the narrator asking the child to perform the exercises on the worksheet. The child follows the tape on his worksheet which repeats the lesson in English and Spanish on alternating lines. The English recording is a little slower than normal speaking speed; the Spanish recording is substantially slower than normal speaking speed, and indeed might be too slow for the Spanish speaking child who could become frustrated. The materials can be effectively used in either SSL or ESL classes to increase vocabulary and comprehension.

Basic Bilingual Mathematics Series, which uses the same approach, is also available (same as regards levels, lessons, materials, and price).

Basketry of the Papago and Pima Indians. Mary Lois Kissel; illustrated by Ms. Ruth B. Howe, The Rio Grande Press, Inc., Glorieta, New Mexico 87535. ©1972. 264pp. \$8.00 (cloth-bound). English: College; General Interest.

The various processes and materials employed in the art of basketry are explained. Illustrations and designs exemplify the symbolism and magic entailed in the art of basketry. Differences in the basketry of the Papago and Pima tribes are the result of their divergent personal characteristics. This book is a learning experience in the techniques of basketry, and in the love and culture of the people who developed such an art.

Bibliografía puertorriqueña 1493-1930. Antonio Salvador Pedreira; Foreword by Francesco Cordasco. Burt Franklin Reprints: Lenox Hill Publishing and Distributing Corporation, 235 East 44th Street, New York, N.Y. 10017. 1932; reprinted 1974. 847pp. \$32.50 (clothbound). Spanish: Bibliographers; Ethnic Studies Historians.

Burt Franklin: Bibliography and Reference Series 496. Reprinted from original *Monografías de La Universidad de Puerto Rico, Serie A, Estudios Hispánicos, I* (Madrid: Imprenta de Hernando, 1932).

Because of increasing interest in Puerto Rico, its people and history, the national bibliography finished in 1931 by the University of Puerto Rico's Professor Pedreira is now reprinted. The Introduction thoroughly explains the methodology and its rationale, and is followed by a complete outline of topics and their subsections. The ten general themes are: *I, Fuentes bibliográficas; II, Información general; III, Historia natural; IV, La salud; V, Economía social; VI, Historia política y administrativa; VII, Organización cultural; VIII, Historia de Puerto Rico; IX, Historia literaria; X, Asuntos varios.* The Appendix provides a listing of materials discovered or published after the general compilation, and is followed by author and subject indexes. The approximately 10,000 entries provide short

phrases or paragraphs describing the overall contents or theme, where possible. Works which are included may be in Spanish or another language, by or about Puerto Ricans or relating to the island in some way. The only exception is the literary listing, which is restricted to artistic works by Puerto Ricans. No journal or newspaper articles or unpublished manuscripts are listed, nor are such publications as church manuals or histories of religious or other societies, corporations, or other institutions. This master work has served as the basis for more recent bibliographic compilations on the subject of the island and the Puerto Rican mainland communities. Teachers and historians may find this book a useful source guide for research purposes.

Bibliographie analytique de tests de langue/Analytical Bibliography of Language Tests. Jean-Guy Savard; with a preface by W.F. Mackey. Published for the Centre International de Recherche Sur le Bilinguisme (International Center for Research on Bilingualism) by Les Presses de l'Université Laval, C.P. 2447, Québec 2, Canada. 1969. 390pp. \$10.00 (cloth-bound). French with English: Educators; Related Professions.

The over 400 titles presented in this analytical bibliography were those on hand at the CIRB in late 1968. They are divided into the following categories: second language tests, mother tongue tests, bilingual tests, language aptitude tests, psychological tests and documents concerning language tests and testing material. Each of the sections has indexes by language and author, and an analytic form for each test which gives the CIRB's code number, the title of the test, author's name, editor or publisher, place and date of edition, type of test, skills tested, material required, age or level of group, testing time, correction time, comments (descriptive) and coefficients of reliability and validity. A note is also made of the entry number if the test was reviewed and analyzed in Buros' *The Sixth Mental Measurements Yearbook* (1965). (Note: *The Seventh Mental Measurements Yearbook* appeared in 1972 with additions and deletions; the two are not interchangeable). Analytical informa-

tion is in French only. An index to publishers of tests analyzed in the bibliography provides addresses for acquisition of tests and further information concerning these.

Bibliographie internationale sur le bilinguisme/International Bibliography on Bilingualism. William F. Mackey, supervising editor and compiler. Published for the Centre International de Recherche Sur le Bilinguisme (International Center for Research on Bilingualism) by Les Presses de l'Université Laval, C.P. 2447, Québec 2, Canada. 1972. 787pp. \$30.00 (cloth-bound). French and English: Educators; Related Professions.

Over 11,000 titles of books, articles, reports, etc. are listed in this multidisciplinary bibliography. Percentage-wise 48 percent are in English, 16 percent are in French, 15 percent in German, 5 percent in Chinese, 5 percent in Russian and the remaining 11 percent—in small numbers—are in Dutch, Welsh, Norwegian, Spanish, Italian, Portuguese, Flemish, Swedish, etc. Listings are arranged by author and provide titles, translated titles for non-English or non-French titles, place of publication, name of publisher, date of publication, and page references. No annotations are included. The Index Analytique (209pp.) and the Subject Index (203pp.) are separate from each other and provide a hierarchical thesaurus and a means of enabling a researcher to consider many questions dealing with bilingualism and language contact, as well as serving as a page-reference guide to the listing itself.

La biblioteca de la escuela elemental. (Sound filmstrips) Singer/SVF—Society for Visual Education, Inc., International Division, 1345 Diversey Parkway, Chicago, Illinois 60614. © 1975. \$55.50, includes six filmstrips (average 51 frames, 16 minutes), three cassettes, six Teacher's Guides; \$49.50 with record option. Spanish: Primary-Intermediate.

Filminas sonoras en español. Based on *Using the Elementary School Library.*

This color series, divided into two sets of four titles each, is designed for use by school librarians and language arts teachers to help students become independent users of the library. It presents and illustrates the proper use of the various sections of the library. Titles in the series are: *Explorando la biblioteca*, *Conociendo los libros*, *¿Qué hay en el diccionario?*, *Cómo utilizar la enciclopedia*, *Destreza en la recopilación de datos*. Questions for review and discussion are provided. There are also enrichment activities for the student to do outside the classroom.

Bilingual ABC in Verse/Abecedario bilingüe en verso. Norbert C. López; illustrated by Diane Curnow. Instructional Challenges, Inc., P. O. Box 665, Fairview Station Española, New Mexico 87532. ©1974. 68pp. \$2.65 (paperbound). English and Spanish: Preschool-Primary.

This book represents a collection of original short poems that correspond to specific illustrations. Each black and white water-color illustration spreads over two pages and is captioned by a Spanish and an English verse, the two verses being on facing pages. The Spanish poems are designed to develop the child's ability to recognize beginning speech sounds in Spanish. The English verses are written to correspond to the illustration but not to the guiding alphabetic character at the top of the page. The authors say that "none of the verses are meant to be translations of one another," yet the theme of each English verse is the direct translation of the Spanish verse. Consequently, none of the English verses correspond with the alphabetic order of the book. In addition, several of the full page spreads have been mismatched, that is, two different types of pictures and verses are on the same spread that should represent only one alphabetic theme. The continuity of the book is disrupted and the effectiveness is lost.

Bilingual Education. Texas Information Service. Southwest Tower, 211 East Seventh, Austin, Texas 78701. 66pp. \$2.50 (paperbound). English: Educators.

This information package is designed to fulfill some general information needs of professionals concerned with bilingual and multicultural education. The package is composed of three major sections; Professional Information (teaching methodology and materials, history and background, evaluation problems); The Texas Context (state law, textbooks submitted for adoption, certification requirements); and Resources in Texas (human and material resources in local, regional and national scope). The introduction to concepts is by Frank Angel; the selective bibliographies are current, as are the names and addresses of a wide variety of resources in the field throughout the United States. In addition to the booklet, the package includes a descriptive catalog of materials available from the Dissemination and Assessment Center for Bilingual Education, and a book published by the Texas Education Agency (1972) entitled *A Resource Manual for Implementing Bilingual Education Programs*.

Bilingual Math Program. Developed by Culturally Democratic Learning Environments, Follow Through Project. University of California, P.O. Box 112, Riverside, California 92502. 1974. Teacher's Manual: 42pp. \$.65 (paperbound); Math Activities: Kindergarten \$1.50, First Grade \$2.60, Second Grade \$2.85, Third Grade \$2.10 (cards); Math Test Items: \$1.60. English and Spanish: K-3.

Similar Programs: *Bilingual Science Program*; *Fun with Math*; *Reading in English Program*; *Reading in Spanish Program*.

The math program provides a sequence of performance objectives for kindergarten through third grade. Activities and teaching methods for each objective are described in English, accompanied by the necessary Spanish to conduct each activity.

This program aims at teaching math through group and individual activities that do not use commercial workbooks. The following materials are included in the program:

A *Teacher's Manual* which lists the performance objectives according to grade level. Monthly divisions are suggested to help pace the year's work.

The *Math Activities* form the main part of the program. Activities for each grade level give the performance objectives in English and Spanish with teaching suggestions for each objective.

Math Test Items cover the performance objectives for grades K-3. The test items are bilingual and can be used as an inventory of the beginning of the year and for individual or group criterion reference evaluations after presentation of a lesson or a series of lessons.

Field Sensitive Math Lessons are in preparation.

Bilingual Science Program. Developed by Culturally Democratic Learning Environments, Follow Through Project, University of California, P.O. Box 112, Riverside, California 92502. 1974. Elementary Science: 77pp. \$1.00; Nutrition Unit: 32pp. \$.70; Moon Unit: 38pp. \$1.00 (paperbound). English and Spanish: K-5.

Similar programs: *Bilingual Math Program*; *Fun With Math*; *Reading in English Program*; *Reading in Spanish Program*.

This science program, relevant in a bilingual class, consists of three complete units.

Elementary Science discusses eleven topics such as yeast, earthworms, carbon dioxide, crystals, bones, mealworms and air pressure. The activities are in English with the main concepts also being presented in Spanish on the same page.

Nutrition Unit, in English and Spanish contains lessons about the four basic food groups. Included are foods familiar to the Mexican American community.

Moon Unit is designed to teach basic facts about the movements of the earth and the moon. Stories are included about the

Apollo 11 flight to the moon and the significance of the moon to ancient Meso-American cultures.

Le Bilinguisme chez l'enfant et l'Apprentissage d'une langue seconde: bibliographie analytique/Child Bilingualism and Second Language Learning: A Descriptive Bibliography. Evangelos A. Afendras and Albertina Pianarosa. Published for the Centre International de Recherche Sur le Bilinguisme (International Center for Research on Bilingualism) by Les Presses de l'Université Laval, C.P. 2447, Québec 2, Canada. 1975. 402pp. \$17.95 (paperbound). French and English: Linguists; Educators.

The *International Bibliography on Bilingualism*, also an ICRB publication, was the initial source for this document, but eighty percent of the references are new listings. Since a large majority of the entries reflect research done in the United States, the bibliography would be particularly useful to scholars and school personnel in this country. There are three major classifications: list of major topics; a more specific subject index; and an index of languages, countries, and peoples. The entries themselves are alphabetical by author's name and are numbered consecutively. An appendix and an addendum provide additional entries. A second volume is under preparation.

The Birthday Visitor. Yoshiko Uchida; illustrated by Charles Robinson. Charles Scribner's Sons, 597 Fifth Avenue, New York, N.Y. 10017. ©1975. 37pp. \$5.95 (clothbound). English: K-6.

Why, if it was Emi's seventh birthday, was she then disappointed? A special visitor was coming from Japan which meant, Emi thought, she would not be able to have her birthday party as planned. However, the "birthday visitor" was not at all like what she had anticipated; best of all, this birthday

turned out to be one of the nicest she had ever had. Each page has full-color illustrations that capture the feeling of the story. Teachers may find this book appropriate for library use or for independent reading in the classroom.

Black American Culture Bibliography. Compiled by the Acquisitions Department, Belk Library, Appalachian State University, Boone, North Carolina. Illustrated by Paul Ragan. University Book Store, 202 Locust Street, Appalachian State University, Boone, North Carolina. 1972. 316pp. \$3.50 (paperbound). English: Researchers.

The books and periodicals included in this bibliography on black culture are in the permanent collection of the Appalachian State University Library. Entries are classified under fifteen categories by subject or type of work: art, biographies and autobiographies, children, church and religion, etc. Listings provide author, title, publisher, and copyright date information. A title and author index concludes the work. Researchers and historians, in particular, may find this book useful.

Black Mountain Boy: A Story of the Boyhood of John Honie. Vada Carlson and Gary Witherspoon; illustrated by Andy Tsinajinnie. Navajo Curriculum Center Press, 2218 East Magnolia, Phoenix, Arizona 85034. ©1974. 81pp. \$3.50 (hardbound). English: Intermediate.

"You must learn about plants and the clouds and water. You must learn about sunshine and cold. You must learn about snow and rain." With these words Big Sister introduces Honie, at the age of five, to his first responsibility as a young Navajo—herding the family's sheep. *Black Mountain Boy* is the story of Honie's early life in a traditional Navajo family. He hunts with bow and arrow, fights a wildcat, breaks his own horse, and learns to

make moccasins. From his relatives he hears ancient stories, songs, and chants. At the end of the book, he has decided to study the traditions and ceremonies of his people. The stories in this book are the actual childhood experiences of John Honie, a highly respected Navajo medicine man who still resides on Black Mountain. His recollections, particularly his fond memories of Big Sister, are enjoyable and educational reading. The book is illustrated with black and white drawings and is set in large type.

The Black Pearl. (Sound filmstrip) Based on the book by Scott O'Dell. Newbery Award Records, Inc. (A Division of Miller-Brody Productions, Inc.) 342 Madison Avenue, New York, N.Y. 10017. ©1974. \$24.00, includes two color filmstrips, two cassettes, resource sheet; \$20.00 with record option. Paperback book \$1.50. Hardcover book \$4.95, may be added for a multimedia kit. English: General Interest. Book: Upper Elementary-HS.

The Black Pearl. ©1967 by Scott O'Dell (Boston: Houghton Mifflin Company, Inc.)

A Mexican flavor predominates in this recording and filmstrip of the 1968 Newbery Award runner-up, through the use of guitar music and soft-bright water color illustrations. Sixteen-year-old Ramón Salazar convinces an old fisherman to teach him to dive and extract pearls from oysters of the Baja California, Mexico, waters. Because he disregards the old man's warnings, Ramón succeeds in finding a great black pearl guarded by a fearsome manta ray, El Manta Diablo, and he believes bad events which follow to be caused by the "theft" of the pearl. When he tries to return the great gem, another diver tries to thwart the effort, and dies in the struggle with the manta. The resource sheet in the kit provides background notes, Spanish and English unfamiliar vocabulary, and a variety of follow-up activities which classes or book clubs might carry out.

Blood of My Blood: The Dilemma of the Italian Americans. Richard Gambino. Anchor Books: Doubleday and Company, 501 Franklin Avenue, Garden City, New York 11531. ©1974. 388pp. \$3.50 (paperbound). English: Educators; College.

In the last part of the nineteenth century, Southern Italians began emigrating in great numbers to the United States. For centuries these peasant farmers had remained loyal to their native land, developing a culture rooted in *l'ordine della famiglia*—a system of unwritten but strong rules governing the family and its relationships. But economic, political, and military repression plus the natural disasters of disease, famine, volcanic eruptions, and earthquakes motivated this group of people to move to a new country. Richard Gambino sees the extended family and its traditions as the key to viewing the Italians in the United States. Through personal experiences, historic and literary incidents, and demographic data, the author discusses the major facets of the Italian American culture—work, sexual and marital customs, religion, superstition, child rearing, and education. In order to show the complexities of the group, he is careful to describe the culture in terms of the first, second, and third generation Italian Americans. The final chapter "What It Means to Be Italian American. . ." is of interest to any individual concerned with understanding and maintaining his cultural heritage. As the reviewer Michael Novak has stated, *Blood of My Blood* "ought to be in the hands of all who try to plumb their own secret identity, untangle the story of their own instincts and aspirations."

Book of the Gods and Rites and the Ancient Calendar. Fray Diego Durán; translated and edited by Fernando Horcasitas and Doris Heyden. Foreword by Miguel León-Portilla. University of Oklahoma Press, Norman, Oklahoma 73069. ©1971. 502pp. \$5.95 (paperbound); \$12.50 (clothbound). English: College Research; General Interest.
The Civilization of the American Indian Series, Volume 102.

Fray Diego Durán's work is a chronicle of pre-Columbian Mexico and of Mexico after the Conquest. Written around 1576-1579, and translated for the first time into English, Durán's work presents a detailed description of the gods of ancient Mexico and of the Aztec calendar. The chronicle is actually two books; the first book describes the deities, the ceremonies, the dress, and the role the gods played in Aztec life and culture. The second book describes the Aztec calendar by years, months, weeks and days.

The date of Durán's birth has been placed around 1535, in Andalucía. However, his family immigrated to New Spain when he was a small child. He grew up in Texcoco, a city which had been a center of cultural and intellectual activity before the Conquest; he went to school, played, and explored his home city with Spanish, Indian, and Mestizo friends. "A child of both worlds, he felt he possessed a deeper perception of Indian cultures than any of the other scholars of New Spain." Durán wanted to share his knowledge, and he began his chronicle to provide missionaries with factual information about Indian customs and cultures. He frequently expresses his frustration with the clergy's ignorance and the Indian's unrelenting paganism. He "asked God to forgive him for having called the Indians unrepentant heathens and the Spanish priests dolts;" nevertheless, he "was certain of the native's paganism and the missionaries ignorance as he was of his own breathing."

Testimony of living informants, personal recollections, the use of Indian documents, and actual research make Durán's chronicle a mine of information for ethnographers and researchers, and, for others, a fascinating and readable account of a part of Mexico's history. The volume also contains plates which reproduce actual pages and illustrations found in the original manuscript and which were used by Durán as points of reference. A biographical introduction of Fray Diego Durán, extensive footnotes, a glossary of Nahuatl names and expressions, a bibliography, and an index further extend the usefulness of this book.

Borinquén: An Anthology of Puerto Rican Literature. Edited by María Teresa Babín and Stan Steiner. Vintage Books, A Division of Random House. 201 East 50th Street, New York, N.Y. 10022. ©1974. 516pp. \$3.95 (paperbound). English: General Interest.

This mixture of literary, social, political and religious writings spans the history of Puerto Rico from the early folk heritage to the coming of Columbus and up to the present day. The book is divided into chapters, each beginning with a narrative which sets the scene for the following selections. Chapters focus on the Borinqueños, the *jíbaro*, Eugenio María de Hostos, the novels of Manuel Zeno Gandía, the Muñoz dream, songs of Roy Brown, independence, life and death in *el barrio*, and twenty-one other topics. Perhaps the most distinctive feature of this anthology is the variety of viewpoints and styles represented. The collection appears to be a very comprehensive overview of the spoken and written traditions of Puerto Rico, useful to the researcher as a quick source reference. Professor Babín has written an eloquent and helpful introduction; a biographical section about the authors is also included.

Borinquén; lista bilingüe de libros, películas y discos sobre la experiencia puertorriqueña/A Bilingual List of Books, Films and Records on the Puerto Rican Experience. The New York Public Library, Branch Library System; Office of Adult Services, 8 East 40th Street, New York, N.Y. 10016. 1974. 40pp. \$3.00 by mail (softbound); free in person at any NYPL branch or bookmobile. Spanish and English: General Interest; Adult. Third edition; originally published as *Puerto Rico* (NYPL, 1963).

A committee of the staff of the New York Public Library has revised this selected and bilingually annotated list of significant materials in Spanish and English about the Puerto Rican experience in the New York public library system. Both island and mainland themes are treated in the listing. An author-title index

is provided to the form arrangement, which includes general works, history, social sciences, literature in four categories, language, the arts, biography, films and records. Works included range from linguistic studies to humor, with the better part of the titles being of a literary nature. Without further checking, this list is not suitable for acquisitions purposes, as complete names of publishers, their address or prices are not provided.

Brentano Foundation Bilingual Media Series. (Films) The Brentano Foundation (San Francisco, California). Distributed by Carousel Films, Inc., 1501 Broadway, Suite 1503, New York, N.Y. 10036. ©1972. Twenty-five color 16mm. sound films, range 6-13 minutes; with Teacher's Guides and student activity sheets. Module I (5 films) \$520.00; Module II (4 films) \$410.00; Module III (6 films) \$615.00; Module IV (6 films) \$765.00; Module V (4 films) \$405.00. Preview is recommended. English and Spanish: Primary.

The films in this series are set in an urban school-neighborhood environment. The narration is repeated alternately in English and Spanish, as the films are designed to be used both for English, second language instruction, and elementary Spanish. The films are presented in five groupings: Module I—*¡Vámonos!*—features basic concepts of counting, colors, parts of the body, the family, and classroom introductions and projects. Module II—Zoo Animals—can be used in a variety of settings as well as in the instructional setting, although the repetition could be distracting. Social studies themes are presented in Module III—Down on the Farm—and Module IV—Transportation and Community Workers. Module V—Summerfun—could introduce field trip activities or be used just before holidays, as a day in the park, a Mexican fiesta, and a trip to the woods are presented. Children of a variety of races, are featured throughout the series as actors with varying degrees of language development. The activity sheets provide suggestions for teachers in a variety of supportive materials which can be reproduced for table work, visuals, pre- and post-

instruction evaluation. The films are produced to professional standards.

A Brief Natural History of the Galapagos Islands For Young People/Historia natural de las Islas Galápagos, breve relato para jóvenes. Spanish translation by Eva V. Chesneau; cover and book design by C. A. Toledo. Department of Scientific Affairs, General Secretariat of the Organization of American States, 19th and Constitution Avenue, N.W. Washington, D.C. 20006. © 1971. 55pp. \$4.00 (paperbound). English and Spanish: Intermediate-JHS.

The purpose of this work is to "intensify the interest of the young people of the Galapagos Islands and of mainland Ecuador in the preservation of their heritage." The Galapagos Islands have a remarkable history and they have many plants and animals that are found nowhere else in the world. The informational stories in this book introduce, in a captivating manner, how the islands were formed and how they came to be populated by certain plants and animals. The theory of evolution established by Charles Darwin, who visited the islands in 1835, is explained in the stories, along with its impact on the preservation of the wildlife of the islands. All stories are in both English and Spanish. The book may be used as a "stepping stone" to many types of science, history and geography lessons.

Bright Sunset, The Story of an Indian Girl. Ruth Wheeler; illustrated by Dorothy Matteson. Lothrop, Lee and Shepard Company, 105 Madison Avenue, New York, N.Y. 10016. © 1974. 125pp. \$5.50 (hardbound). English: Upper Elementary-JHS.

A young Indian girl must make a choice between two equally frightening courses of action. As she approaches womanhood, Bright Sunset realizes she must either perform the girl-dance

ceremony that will initiate her into womanhood, or spend a night at the top of the mountain. Bright Sunset's growth toward maturity and the deep love and respect between her and her grandfather make this an interesting story. Black and white line-and-wash drawings complement this portrayal of Indian life and are appealing to young children.

Calendar. Eagle Book Sales, P. O. Box 98, Fillmore, California 93015. ©1975. Twelve color posters (22" by 28"). \$6.20 set. English and Spanish: JHS-HS.

A series of historical calendars in the form of colorful posters, each poster—one for every month of the year—features a prominent Hispano and an event, illustrated in a full color drawing. In addition, information relevant to Hispano history and culture is given for each day of the month. The description of the historical event and the information for each day are given in Spanish and English. These poster calendars can be used for bulletin boards and as topics for discussion in social studies and history classes.

El calendario chicano 1976. Armando Valdez, coordinator 1976. Southwest Network, 1020 B Street, Suite 8, Hayward, California 94541. ©1976. 14pp. \$3.60 (paperbound). English and Spanish: General Interest.

For classroom display that may foster discussion of the Chicano movement, *El calendario chicano* offers an insight into the complex struggle for liberation and justice by the Chicanos. Each event represented was "selected on the basis of either of two criteria: (1) they are important events which led to the development of significant ideas and action, or (2) they depict

the context of the times in which these ideas and actions took place." Each month is prefaced by either a drawing in black ink or a photograph representative of the Chicano movement.

California: History and Culture. (Sound filmstrips) Educational Dimensions Corporation, Box 126, Stamford, Connecticut 06904. ©1974. Four color filmstrips (approximately 80 frames, 18 minutes), Teacher's Guide, four cassettes. \$90.00. Cassette recordings in either English or Spanish (Teacher's Guide in English): Secondary.

Similar title: *New York State: History and Culture.*

A visual history of events and trends in the coastal state of California, this program serves as an overview or introduction for social studies or history classes. The sound track has been produced in Spanish to enable flexible presentation for bilingual groups. Part I: "Wilderness to Statehood" stresses Spanish political and religious dominance over the native Indians. Part II: "Gold Rush to Super State" features the American and Yankee dominance through wealth and political maneuvering of land and resources in a period of sudden over-population. Part III: "Majorities and Minorities" discusses the inevitable tensions between the many national and cultural groups, and mentions tactics used by some to gain supremacy or by others to cope with aggression; the overall picture is of an ethnically balanced society in the '70s as a result of past tensions. In Part IV: "A Cultural History", summary statements review themes of the first three filmstrips which tie in with the architecture, and literature of California. "Hollywood," or the film industry, is presented as the most visible manifestation of the state's life-style, and half of the frames are dedicated to a history of filmmaking in the state. In spite of their superficial nature, themes of conflict, growth, and diversity which are presented can lead to fruitful discussion or to new insights through individual study. The teacher's guide summarizes objectives, suggests

further activities, and supplies complete scripts of the English program.

- ☆ **El camino hacia la buena salud.** CANBBE Southwest Regional Center Staff; illustrated by Oscar Morales and Patti Hill. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. Teacher's Guide: 158 pages, \$2.00; Workbook: 52 pages, \$1.00 (paper-bound). Spanish: Primary.
CANBBE Health Posters (set of eight color posters, \$4.50) are designed to be used with materials. Order from DACBE.

A series of eight units on health, some of the ideas dealt with are: Why do we need to keep our bodies healthy?; How do we go about doing this? The style in which the material is written and the activities suggested are attractive to children. The objectives for each lesson are indicated and precede the activity to which they apply. The set of posters is designed to be used with the units to illustrate the concepts introduced.

Cancionero alegre. Arizona Department of Education, Migrant Child Education Division, 1535 West Jefferson, Phoenix, Arizona 85007. 1968. 116pp. (spiralbound). No charge. Spanish: All levels; General Interest.

The songs chosen for inclusion "are an integral part of the Spanish language and... demonstrate the different moods and emotions of the people of the Spanish-speaking world." They may be used to provide a change of pace in the classroom and to teach cultural patterns and vocabulary. There are four listings in the table of contents: songs with music, songs without music, "addendum" (also without music) and Christmas songs. The compilers recommend that teachers also acquire recordings of these songs in order to provide authentic models for the students.

Cancionero latinoamericano para escolares. Adapted by Silvia Eisenstein and collected by Isabel Aretz and Luis Felipe Ramón y Rivera for the Organization of American States and Instituto Interamericano de Etnomusicología y Folklore. Order from: General Secretariat, OAS, Department of Publications and Conferences, 19th and Constitution Avenue, NW; Washington, D.C. 20006. 1972. 64pp. \$0.50 (paperbound). Spanish: General Interest.

The twenty-four songs collected in this volume are from twenty-one countries; they present a variety of settings and styles within the various cultures—lullabies, dances, love songs, work songs, etc. Musical scores adapted for appropriate instruments and full text of the songs are included. Indexing at the front allows for selection by arrangement (vocal, vocal with instrument, or instrumental), country and region, or collector. The size of the print is large enough for elementary-aged singers to follow, and is placed within the music to increase readability.

Canciones dramatizadas. Pablo Ozaeta; edited by Marjorie A. Frank and Luz Paredes Lono. Institute of Modern Languages, 2622-25 Pittman Drive, Silver Spring, Maryland 20910. ©1975. 10pp. \$6.59—cassette, musical scores; \$2.95, *Libro del maestro*. (paperbound). Spanish: Primary.

A reading-readiness tool, *Canciones dramatizadas* presents general objectives, suggestions for dramatization, and supplementary activities for each of the five songs in Spanish. Teachers will find the simplified musical scores with lyrics useful in the preparation of game-like activities cleverly designed to teach children the sounds of letters in the Spanish alphabet. This musical approach to the sound system in Spanish aims to develop the child's motor skills, his concept of sequence, his audiovisual recognition of the letters, and his memory skills. The author, Pablo Ozaeta, has used this approach in his bilingual Language Arts programs in Laredo, Texas.

Canciones navideñas. (Sound filmstrip) Singer/SVE—Society for Visual Education, Inc., International Division, 1345 Diversey Parkway, Chicago, Illinois 60614. ©1975. \$12.25, includes filmstrip (average 21 frames, 15 minutes), cassette, Bilingual Guide; \$10.25 with record option. Spanish: Intermediate-JHS. *Filminas sonoras en español.* Based on *Christmas Songs in Spanish*.

Designed for use in classrooms where Spanish is heard frequently, all the Christmas carols presented in this color filmstrip are accompanied by Spanish or Latin script and drawings. The tape is divided into two parts, the Spanish and Latin recordings. Included is a twelve page guide which presents objectives and instructions on how to use the filmstrip. English translation of these carols is also provided. The Christmas songs included are: *Venid, adoremus; O Santísimo, Felicísimo; Las posadas; Si me dan pasteles; Venid, pastorcillos; Oíd un son en alta esfera; Noche de paz.*

Cantos de fe y amor/Songs of Faith and Love. Sergio Franco. Cover design by Isaac Abundis; photographs by Dave Anderson. Nazarene Publishing House, P.O. Box 527, Kansas City, Missouri 64141. October 1974. 69pp. \$1.25 (paperbound). Spanish and English: Adults.

The author often combines the evangelical message with Hispanic themes in these poems, which he has also done in articles and in talks before university groups throughout Latin America. In his prologue, Franco tells us that "these may not be Christian poems, but they are the poems of one Christian man... The themes of these poems are the themes of life: the ridiculous fragmentation that we make of it and of each other; the fears that haunt us; the emotions that fill us; the questions we make and the answers we want; our basic human drives; and our need to be honest, and to come to terms with ourselves."

The Spanish and English versions of each poem are presented

side by side. Fortunately there is no rigid attempt made to have the English version conform to the Spanish one word by word at all times. The English translation attempts, rather, to capture the feel of the poem, the message intended. In fact, in three cases (marked with asterisks in the Table of Contents), the Spanish poem is not actually translated at all, but rather a poem in English reflecting the same idea is presented. Franco tells us that "although we adhere to the concept that the idea, not the form, is the heart of true poetry, which, at least theoretically, would mean that any poem can be translated, we have offered a substitute for three of the poems instead of translating them—for in each case the original contribution was too closely interwoven with a unique aspect of that language."

La caperucita roja. (Sound filmstrip) Singer/SVE—Society for Visual Education, Inc., International Division, 1345 Diversey Parkway, Chicago, Illinois 60614. ©1975. \$13.00, includes filmstrip (41 frames, 11 minutes), cassette, Teacher's Guide; \$11.00 with record option. Spanish: Primary.

Filminas sonoras en español. Based on *Little Red Riding Hood*.

A favorite childhood tale with children around the world, this filmstrip presents delightful full-color artwork and exciting sound effects. It may be used as a listening and viewing program in the library during story hours.

Careers for Bilinguals, Volume I. Zelda V. Oppenheimer, Relatina Publications, P.O. Box A3841, Chicago, Illinois 60690. ©1975. Teacher's Manual: 96 pages, \$3.00; Student Workbook: 192 pages, \$3.00; Teacher's Evaluation Booklet: 29 pages, \$1.00; Student Evaluation Booklet: 21 pages, \$0.90 (paperbound); Audio cassette, \$6.00; 8 four-color wall charts, \$20.00 (when available); 8 1/2" by 11" prints of wall charts, \$1.00. English: Intermediate—HS; Adult.

The first in a series of multicultural programs designed to foster a career orientation meaningful to the students' everyday life, *Careers for Bilinguals* can be used to develop English language and to encourage positive ideas about bilingualism and biculturalism. It is a five-to-ten month English language program or a supplemental text. Each of seven units portrays a particular area of work: law enforcement, health, real estate, etc. Units consist of dialogues, exercises, and oral discussion supplemented with wall charts, a cassette tape, and evaluation methods. The program focuses primarily on Hispanic Americans with Spanish-named individuals appearing in all the dialogue. Ms. Oppenheimer has been careful to include regional and cultural variety in her work; settings move from New Mexico to Chicago to Peru. The teacher's manual features a unique and informative "Question and Answer Forum" in which the author responds to inquiries about the program; the section offers down-to-earth suggestions for the classroom teacher.

Caribbean Voices, Combined Edition. Selected by John Figueroa. Robert B. Luce Company, Inc., Suite 103, 2000 North Street N.W., Washington, D.C. 20036. ©1973. 228pp. \$6.95 (hardbound). English: JHS-HS; Adult.

This collection of poems was written by English speaking Caribbeans. The book is divided into two parts: Volume I may be used in junior high or high school; Volume II includes more difficult poems for high school and college levels. Island nations represented included Barbados, Guadeloupe, Cuba, Martinique, Trinidad, Tobago, and primarily Jamaica. Professor Figueroa states, "The mixture of people making up the West Indies is remarkable and, as the history of the world goes, new. Where else have Africans, Asians, Amerindians, Europeans, and every possible mixture of these, come together to form a new people?" Furthermore, "We in the West Indies have been too long the cross roads of the Western world to borrow the narrowness of any one culture." Although the language of this book is English, the poets use the "special Caribbean structures and

rhythms" to describe their experiences. Dialect appears often, notably in Evan Jones "The Lament of the Banana Man" and Derek Walcott's *Tales of the Islands*. The collection covers a wide range of subjects: the island's natural beauty, religion, nationalism and independence, the mixed heritage of the West Indies, plus individual poets' personal observations. Professor Figueroa's critical notes in Volume II are helpful guideposts to this varied, rich anthology.

A Carpet of Flowers/Una alfombra de flores. Elizabeth Borton de Treviño; Spanish translation by María Ana Murillo Peralta. Illustrated by Cyril Miles. Prism Press, 13977 Penrod, Detroit, Michigan 48223. ©1975. 117pp. \$5.75 (library binding). English and Spanish: Elementary-JHS.
A Prism Press Book.

A blind boy finds a temporary home with an older couple in a small village in Mexico. His most fervent prayer is that he be allowed to remain with the old couple. He decides that if he can contribute something to a traditional village devotion to the Virgin of Guadalupe, the couple will be persuaded to let him stay with them.

Mrs. Treviño, who won the Newbery Medal in 1966 for *I, Juan de Pareja*, uses simple language to tell the story, yet the language is never simplistic, contrived, or condescending. Originally written in English, the story has been effectively translated into Spanish, capturing both mood and rhythm. The Spanish and English texts are on facing pages. This book can be used as supplementary reading in Spanish or English language classes. Also, because of the amount of dialogue, it can be used for oral language practice, and could even be made into a play.

Cartel de animales domésticos. (Poster) Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. © 1974. Color poster (24" by 35"). \$3.50. Spanish: Primary.

The pictures of common domestic animals are in color. Each animal's name is given in both English and Spanish. The poster is printed on tear-resistant paper and is shipped in a cardboard tube. Suitable in any classroom for language development.

Cartel de las banderas de las Américas. (Poster) Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. © 1974. Color poster (24" by 35"). \$3.50. Spanish. Elementary.

Flags of the different nations of the Americas are grouped around the Spanish poem "*América Inmortal*". The name of each country appears beneath its flag. The poster is printed in full color on tear-resistant paper. These flags may be the basis of a unit in social studies.

Carteles de trabajadores. (Posters) Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. © 1974. 12 color posters (12" by 18"). \$5.00 set. Spanish and English: Preschool-Grade 1.

Photographs show Spanish-speaking men and women of various occupations—artist, housewife, secretary, lawyer, lab technician, mechanic, and others. The posters can be used as a stimulus for vocabulary development, occupational recognition and social studies.

CDA Mathematics Program. Robert W. Wirtz. Curriculum Development Associates, Inc. Suite 414, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036. © 1974. The six level program includes 20 student booklets and 2 teacher's annotated answer booklets; the 2-volume teacher's resource set includes book and activity sheets and 28 audio cassettes. Primary (levels a, b, c) \$34.15; Intermediate (levels c, d, e) \$33.75; teacher's

resource set \$25.00; series of workshop cassettes \$100.00. Each item is available separately. English and Spanish: Grades 1-6.

Both the primary (levels a, b, c) and intermediate (levels c, d, e) sections of this bilingual core program comprise two strands: *Individualized Computation* and *Patterns and Problems*. The first focuses on the understanding of arithmetic and the development of basic computational skills with self-correcting activities in English and Spanish. The second uses these computational skills to solve real world problems and uncover the underlying structure of mathematics through activities designed for use with small groups of children of mixed abilities. The booklets of criterion referenced tests serve to provide a continuous record of computational skill development throughout the program. Teachers' annotated answer editions contain instructions and notes for the teacher in English. Volume I of the curriculum resource set, *Drill and Practice at the Problem Solving Level* presents the child-oriented philosophy and the learning and child development theory underlying the program. Volume II consists of some 250 looseleaf sheets of problem-solving activities to be duplicated for use with children. Suggested uses for each activity are printed on the back of each page. Each of the accompanying audio tapes focuses on a group of problem solving activities and discusses their use with children; the series is designed as a resource for staff development workshop leaders. Related curriculum resources available from the publisher are the audio-visual (film and book) sets *Toward Improving Computation*, a resource set of a book and work sheets entitled *Developing Insights into Elementary Mathematics*, and the overview of Dr. Wirtz' mathematics education philosophy *Mathematics for Everyone*. The cover art on all the component materials is taken from children's original color drawings.

Cheap Math Lab Equipment. Dr. Donald A. Buckeye, Professor William A. Ewbank, and Dr. John L. Ginther. Midwest Publications Company, Inc., P. O. Box 129, Troy, Michigan 48084. © 1972. 119pp. \$4.25 (paperbound). English: Math Teachers.

This book describes how to make and use 27 pieces of math lab equipment. The authors realize that cost is a major consideration in most schools so they have suggested economical ways to provide a variety of math tools in the classroom. Parents and students should be encouraged to help by providing materials or labor. Some of the items which the book describes are an abacus, geoboards, a pocket chart, fraction cards, a pegboard, and wooden cubes. Black and white drawings are clear and easy to follow. Materials such as nails, wood, paint, etc., are readily available at local stores. The authors suggest several activities for each item described in the book. Since the descriptions are brief, the bilingual teacher might want to translate the activities and set up learning stations in the classroom. Mathematical concepts covered are: place value, fundamental operations, number patterns, geometry, fractions, mathematical systems, and logic sets.

The Cheyenne Indians—The Sun Dance. George A. Dorsey. The Rio Grande Press, Inc., Glorieta, New Mexico 87535. © 1971. 286pp. \$20.00 (clothbound). English: College; General Interest.

First published by Dr. George A. Dorsey in March, 1905, this work includes a brief account of the Cheyenne social organization, origin of the myths, the story of the medicine arrows, and the Cheyenne Sun Dance. Included also are drawings by Richard Davis and other Cheyenne artists. The preface gives special acknowledgements to Dr. Richard West, Director of the Art Department at Haskell Junior College (Lawrence, Kansas), who contributed enormously to the reprint of this book. This book recalls the unique and reverent Sun Dance, and the beautiful expressions of the Cheyenne heritage. It has reference value

to educators interested in the history and culture of the American Indians.

Chicano Alternative Education. Homero Galicia, Clementina Almaguer. The Southwest Network, 1020 B Street, Suite 8, Hayward, California 94541. 1974. 138pp. \$2.00 (softbound). English: Educators; General Interest.

A book for all educators, lower and higher, this document is divided into three sections, the first of which begins with the following statement. "Education in this country is simply a perpetuation of the status quo inherent in the capitalist society." Also presented in this section is a description of four Chicano alternatives to higher education.

The second section is a listing and a summary of seven alternative Chicano schools. The summary gives the purposes and goals of each of these schools with a brief statement by the author on her impressions of them.

The third section contains a summary of the interviews conducted by Clementina Almaguer with the directors of the seven alternative Chicano schools. Presented in essay form, this document discusses the problems of education in our society, mainly the maintenance of a condescending class system.

Chicano Bibliography 1960-1972. Compiled by Jane Mitchell Talbet and Gilbert R. Cruz; foreword by Edward Simmen. The Pemberton Press, 7111 South Interregional Highway, Austin, Texas 78744. 1973. 375pp. \$9.50 (clothbound). English: College; Educators.

Over 300 titles of works by and about Chicanos are listed in this comprehensive bibliography. Of research value to graduate students in Chicano Studies, this book includes publications from the years 1960-1972. The bibliography is organized around several topic areas: journals and newspapers, politics and

justice, education, economics, music, dance and theatre, and history. The section on history is divided according to specific historical periods beginning with the Spanish colonial period and extending through recent Mexican American history. Spanish, English and bilingual texts are listed in this *Chicano Bibliography*.

Chicano Education Digest. (Periodical) Henry Pérez, editor. Pérez Publications, P.O. Box 5802, Riverside, California 92507. Monthly issues, average 28pp. \$6.00 annual subscriptions (U.S.); single copies \$0.75. English: Educators. Volume I, No. 1, August 1974

Six abstracted articles comprised the first issue: Supreme Court Opinion, The Lau Case; The Vulnerable Child; Toward Quality Education for Mexican-Americans; The Exclusionist Melting Pot Ideology of the United States; High School Volunteers; and School Holding Power. The publisher will compile and digest relevant reports, studies, articles, speeches, laws, etc. in future issues, in an effort to simplify and systematize the dissemination of information for educators and administrators.

Chicanos and Native Americans. Compiled by Rudolph O. de la Garza, Z. Anthony Kruszewski and Tomás A. Arciniega. Prentice-Hall Inc., Englewood Cliffs, New Jersey 07632. © 1973. 203pp. \$2.45 (paperbound). English: Educators; College.

This is a result of a workshop on Southwest Ethnic Groups: Sociopolitical Environment and Education, held at the University of Texas at El Paso, July 1972. The book is divided into two sections: Political Inputs and Political Outputs, and Feedback. The first section covers the values and attitudes of Chicanos and Native Americans, and the political behavior of Chicanos and Native Americans. The second section deals with

the responses of the System to Chicanos and Native Americans. Several of the chapters are revisions of papers presented at the workshop and others were commissioned for the publication. The authors feel that these studies provide a basis for reevaluating archaic frameworks and generalizations used up until now to explain the place of Chicanos and Native Americans in U.S. Society.

Chicano Voices. Carlota Cárdenas de Dwyer, editor. Houghton Mifflin Company, Editorial and International Departments, One Beacon Street, Boston, Massachusetts 02107. © 1975. *Chicano Voices*: 189pp. \$3.00; Instructor's Guide: 110pp., \$2.56 (paperbound) English and Spanish: General Interest.

Chicano Voices is a collection of stories, articles, plays, and poems by Mexican American writers encompassing a broad spectrum of Chicano experience. The gamut of moods runs from tragedy, futility, despair, nostalgia, and burgeoning hope to humor—although the underlying thread of human misery also runs through this humor most of the time, for there is nothing really funny about poverty and bigotry.

We meet Chonita in Américo Paredes' "The Hammon and the Beans," and Chato de Shamrock in Danny Santiago's "The Somebody." We feel that both characters, Chonita and Chato, would be very hard to forget. César Chávez shares with us his initiation into the world of social organization and leadership in "The Organizer's Tale." And "Los vendidos," by Luis Valdez, makes us laugh—up to a point.

Many other talented men and women of passionate intensity are represented in this anthology. Marta Cotera and Enriqueta Longeaux y Vásquez speak of the Chicanas; Sabine Ulibarri tells us of the sweet and gentle priest who insisted on speaking about "The Stuffing of the Lord"; Enrique Hank López relates the ugliness of prejudice allowed to go unbridled when he remembers the life—and the death—of Rubén Salazar.

This is a memorable and a moving collection. The reader

gains at least a measure of insight into the powerfully impelling force that is motivating the present day Chicano Movement, a measure of understanding of the ever-stronger impetus toward uniting, working, fighting to rise out of the barrios and the fields and the city streets and be heard.

The *Instructor's Guide to Chicano Voices* "provides. . . suggestions for language activities" dealing with pronunciations, summary, background, discussion, composition, and optional work. "A bibliography and a list of other resources appear at the end of the *Guide*, along with a subject index and an author-title index. . . Obviously the history, the culture, and the recent literature of a people cannot be condensed into a few hundred pages. It is hoped, however, that *Chicano Voices* and its accompanying *Instructor's Guide* at least offer some worthwhile approaches to a broad subject and can be said to constitute a real beginning."

Children of the Inner City. (Sound filmstrip) Emilie U. Lepthien, consultant. Singer/SVE—Society for Visual Education, Inc., International Division, 1345 Diversey Parkway, Chicago, Illinois 60614. ©1974. Average 65 frames, 16 minutes. Six filmstrips, three cassettes, six Teacher's Guides. \$55.50 set; \$49.50 with record option. English: Primary-Intermediate.

This series presents the daily activities, cultural backgrounds and unique problems of inner city children from six different racial and ethnic groups. Each story portrays family relationships, school experiences, neighborhood activities and ethnic customs, providing a source of identity for minority group children and a basis for understanding and respect for others.

Titles in the series are: Cynthia, Japanese-American Girl; Eddie, American Indian Boy; Ernesto, Mexican-American Boy; Fred, Black American Boy; Gail Ann, Kentucky Mountain Girl; José, Puerto Rican Boy. Each filmstrip contains questions

for review and discussion. Also included are enrichment activities to encourage student participation.

China Today. (Multi-media) Written and photographed by Audrey R. Topping. Teacher's manual prepared by Dorothy Evslin. Spoken Arts, Inc., 310 North Avenue, New Rochelle, New York 10801. ©1973. Six color filmstrips (average 67 frames), six cassette tapes, reading script, teacher's manual. \$120.00 (boxed). English: HS.

The author has written the narration through the eyes of "a typical Chinese family" of modern China. Part 1, China's Yesterdays, describes pre-Revolutionary China, especially from the political point of view. The causes and process of the Revolution of the 1940s are the theme of Part 2, The Revolution. More in-depth pictures of specific aspects of present-day living appear in Part 3, China's Communes; Part 4, City Life in the People's Republic; Part 5, Flood Control and Transportation; and Part 6, Culture and Sports.

Precipitated by the visit of Richard M. Nixon in 1972, the series is addressed to American youth, with the stated hope that with the information presented, new and personal judgments can be made. The teacher's manual suggests discussions and activities in English, social studies, art, and history classes. Selected lists of further related readings are also included.

The Chinese Helped Build America. Dorothy and Joseph Dowdell. Julian Messner, 1 West 39th Street, New York, N.Y. 10018. ©1972. 96pp. \$4.79 (clothbound). English: Intermediate-JHS; General Interest.

Similar titles: *The Germans Helped Build America; The Japanese Helped Build America.*

The story begins with the rebellion against the Manchu Dynasty in 1851, and covers the exodus of nearly 50,000

Chinese to California during the Gold Rush 1848-1855. One also learns of the many Chinese Americans who survived the prejudices against them in the United States to achieve success and prominence in the various professions. The book is generously illustrated with black and white photographs. The vocabulary may be somewhat difficult for students in the intermediate grades; however it does serve as supplemental reading in social studies or ethnic studies classes.

Chiquitín and the Devil: A Puerto Rican Folktale. (Sound filmstrip) Words and art by Consuelo Joerns; music by Yoko Toro. Narrated by Rita Moreno. Guidance Associates, 41 Washington Avenue, Pleasantville, N.Y. 10570. ©1973. 83 frames, 15 minutes. \$19.50, includes color filmstrip, cassette; \$17.50 with record option. English: Elementary.

The youngest son of a Puerto Rican *jíbaro* family is the hero of this old folktale. His family eats only what his father, Oté, gathers from the surrounding land, and the rice they receive in trade for their chickens' eggs. The father is captured by the "nearsighted devil" in the nearby forest, who insists the family feed him thereafter. Chiquitín saves them all from starvation by yelling some magic words a wise old woman gives them. The devil explodes and the family eats as they never have before. The Discussion Guide includes background information, discussion questions, activities, a bibliography on Puerto Rican folklore and the filmstrip script. The art in the filmstrip is vividly colored and reflects pertinent aspects of Puerto Rican culture.

The Christmas Piñata. Written and illustrated by Jack Kent. Parents' Magazine Press. 52 Vanderbilt Avenue, New York, N.Y. 10017. ©1975. 38pp. \$4.95 (trade edition); \$4.59 (library binding). English: K-3.

This tale of a little pot considered useless because it's cracked may be read during story hours in the library (Grades K-3). The setting is in rural Mexico at the home of Señor Gómez, a potter. The season is Christmas with special attention given to the traditional Mexican celebration of *Las Posadas*. The theme of the story may be developed into a discussion of the self-image of the children. As stated at the end of the story, "...there is contentment in knowing that whoever you are, you're somebody." The colorful full-page illustrations draw special attention to the characters of the story.

(Cien) 100 biografías de puertorriqueños ilustres. Federico Ribes Tovar; cover art by Juan Maldonado. Plus Ultra Educational Publishers, Inc., 137 West 14th Street, New York, N.Y. 10011. ©1973. 304pp. \$2.95 (paperbound). Spanish: HS; Adult.

The author has selected for this readable reference work from among those Puerto Rican persons who have been significant in its history—the great, the infamous and some non-Native contributors. These biographical presentations average from two to four pages apiece, being arranged chronologically within various periods of history: *Puerto Rico indígena; Conquista y colonización; La colonia en el siglo XVIII; La colonia en el siglo XIX; La autonomía and Bajo el dominio de los Estados Unidos, siglo XX*. Some women are noted beginning with the nineteenth century. Most persons included are primarily politicians, scholars, doctors or poets.

Ciencia I. Verne N. Rockcastle, Frank R. Salamón and Victor E. Schmidt; Spanish translation by David Cruz López. Fondo Educativo Interamericano, San Juan, Puerto Rico. Distributed by Addison-Wesley Publishing Co., Reading, Massachusetts 01867. ©1974. 112 pp. \$3.00 (hardbound). Spanish: Primary.

Concepts of space, time, energy, and matter are introduced and developed gradually. The investigative activities presented are stimulating and challenging to the child and can be done with common materials. In many cases, the children themselves can do the activities with a minimum of teacher supervision, thus making the program especially suitable for individualized instruction in the open classroom, as well as for the traditional classroom.

Cinco niños/Cinco familias. (Multi-media) Scholastic Magazines, Inc.; Ann Morris, Project Director. Order from: Scholastic/Five, 900 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. © 1974. \$59.50 for each complete unit or \$69.50 with cassette option; \$17.00 per separate sound-color filmstrip combinations, or \$19.00 with cassette option. Each unit includes five sound-color filmstrips, a large wall poster, Teacher's Guide (English), and Teacher's Bilingual Reference Guide. Spanish: PK-Primary. *A Scholastic Early Childhood Filmstrip Library.* Based on *Five Children/Five Families.*

The English edition of this cultural awareness program was annotated in *Cartel Cumulative Issue-1973*. The Spanish edition is recorded by native speakers, adults, and children. The *Five Children* unit is designed to help the child "develop a positive self-image in terms of his culture." A variety of ethnic groups, educational backgrounds, geographic locations, and life styles are represented in it. *Five Families* emphasizes the cultural variety and similarities among families in the United States. Family relationships, from the central child's point of view, are presented with the purpose of increasing awareness and discussion. Scripts of the Spanish sound tracks and vocabulary notes are the main features of the bilingual reference guide.

Circle of Life. The Miccosukee Indian Way. Nancy Henderson and Jane Dewey; photographs by David Pickens. Julian Messner,

1 West 39th Street, New York, N.Y. 10018. ©1974. 64pp. \$5.29 (library binding). English: Grades 3-7.

The Florida Everglades Indian tribe takes its name from Lake Mikasuki, in Northern Florida. The tribe was pushed into southern Florida over a period of many years by the bloody Seminole Wars and later by white settlers. They have been forced by circumstances to make some decisions concerning the maintenance of the culture while surrounded by the white culture. The resulting agreements and practices described make this book one which will enlighten adult as well as the intended young readers, and serve as an example of functional bi-culturalism in this increasingly pluralistic society.

Clave para el álgebra. Peter Rasmussen; Spanish translation by Werner May. Illustrated by Patricia Rodríguez and Graciela Carrillo. Key Curriculum Project, Box 2304, Station A, Berkeley, California 94702. ©1975. Booklets 31pp., answer book 30pp. Series \$1.80, answer book \$0.65. Spanish: JHS-HS; Adult.

These four text-workbooks are part of a series designed to introduce algebra to students of varying ability and grade levels. The series has been used in junior and senior high schools, skill centers, junior colleges, and in university Upward Bound programs. It is particularly appropriate for classes in which each student proceeds at his own rate. These four booklets cover the algebra of integers and correspond page by page and problem by problem to the English edition, *Key to Algebra*. This enables the teacher to use both editions in the same classroom without confusion. The solutions and answers in the answer book are the same in English and numbers are in preparation.

Close to the Rising Sun. Virginia Frances Voight; illustrated by Gordon Laite. Garrard Publishing Company, Champaign, Illinois 61820. ©1972. 63pp. \$2.84 (hardbound). English: Elementary.

Color illustrations complement the text and add to the reader's enjoyment. The tales are about the adventures of Glooscap the Mighty, protector of Wabanaki. They are simple, interesting and will be enjoyed by children of all ages.

Color-Coded Number Line. William A. Ewbank. Midwest Publications Company, Inc., P. O. Box 129, Troy, Michigan 48084. ©1975. 28pp. \$3.95 (paperbound). Teacher's instructions in English; no language used on the number line: Preschool-Primary.

An 18-foot color-coded number line is contained in this 8 1/2" by 11" book. The number line can be laminated, assembled with tape, and placed on a classroom wall or chalkboard rail. Multiples of two are indicated with red dots; multiples of five, with yellow dots; multiples of seven, black dots. Prime numbers are printed in blue. Color coding helps teach addition, subtraction, multiplication, division, factors, lowest common multiples, greatest common factors, and other mathematical concepts. Numbers go from 0 to 109.

La comadre María (A Modern Three-Act Comedy in Spanish). Sylvia Maida Domínguez. American Universal Artforms Corporation, Box 2242, Austin, Texas 78767. ©1973, 1976. 75pp. \$7.95 (hardbound) or \$5.95 (softbound); two cassettes, \$12.00; Production Guide: 28pp., \$3.50. Instruction-production system (one hardbound book, eight softbound books, two cassettes, Production Guide) \$64.00. Spanish (Production Guide in Spanish and English): JHS-HS; Adult.

The modern three-act comedy has been produced successfully in classrooms and for general audiences. Secondary teachers find it useful for developing oral language proficiency, drama and play production, and class discussion in Mexican American studies. The elderly *comadre* María is the counselor and matchmaker of the San Cuilmas *barrio* of Sal-Si-Puedes, and triumphs in working out the amorous adventures of characters. Aids to study include over 200 supplementary questions, a list of topics for conversation and composition, and an extensive Spanish-to-English vocabulary. The cassette tapes provide a recording of the premiere performance of the play; the publishers furnish them as instructional aids, a means of constructive stimulation of the student actor, and as a reassurance to the amateur performer. The guidelines for staging and directing the play are for the middle to secondary school teacher-director who is inexperienced in play production. Two simple sets of readily available properties are described, and job assignments for stage and costume crews, prompter, and publicity committee are suggested. All instructions are in English, as well as Spanish.

Cómo escribir para ser entendido. Frank W. Patterson. Casa Bautista de Publicaciones, P.O. Box 4255, El Paso, Texas 79914. ©1972. 32pp. \$0.55 (paperbound). Spanish: Adults.

A practical handbook on communicating and writing in Spanish, it advocates clarity and directness over wordiness. It includes five rules for writing clearly, instructions for following the "readability" formula, and an alphabetized basic vocabulary. For home use, this publication serves as a quick reference for those who write periodically but not professionally. It may be used as a Spanish grammar text supplement in adult education classes.

Composition linguistique des nations de monde. 1. L'Asie du Sud: secteurs central et occidental/Linguistic Composition of the Nations of the World. 1. Central and Western South Asia. Published for the Centre International de Recherche Sur le Bilinguisme (International Center for Research on Bilingualism) by Les Presses de l'Université Laval, C.P. 2447, Québec 2, Canada. 1974. 408 pp. \$20.00 (paperbound). French and English: Educators; Linguists; Related Professions.

First in a seven-volume series combining language statistics from all nations of the world. Data is presented by country and language. The editors provide all relevant figures they have found, either for the same year or for successive years. Thus, figures from different sources, both official and private, can be compared for a more critical, more complete view. The document presents information on ethnicity, mother tongue or first language, unilingualism, bilingualism, and second language. The lengthy introduction is helpful in interpreting the statistical data and, furthermore, provides some extremely useful information on the study of language in general. The editors' discussion of philosophy and methodology would be enlightening for anyone studying language of a particular area. Other volumes in the series, including 3. *North America*, are forthcoming.

Conceptos básicos/Bilingual Early Learning Program. (Multimedia) Educational Developmental Laboratories, EDL/McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020. ©1973. Seven cassettes, thirty-five nonconsumable picture books (5 each of 7 titles), Bilingual Resource Guide, thirty copies of *Cuaderno de actividades*, 17" by 22" poster, set of geometric shapes, set of "children cards", cassette player "Start-Stop" electric switch box, spirit master of parent letter. (boxed kit). (Order no. 312088-X) \$125.00. Tapes and parent materials in Spanish; tapes and picture books in English: K-1; Special Education.

Six thematic modules included in EDL's early learning program feature: Following Directions; Location, Time, Size; Color Discrimination; Shape Discrimination; Quantification and Set Concepts; Language and Classification; and Sensory Discrimination. The student(s) listen to the lively taped voice (English-male, Spanish-female) talk about the ideas presented in the little booklets (English captioned). The children follow along with the pictures. The character doing the speaking is *Zumbita la abeja*/Bumble the Bee; chimes signal activities and page-turning. An activity book in Spanish (or English, also available) consists of 54 tear-out slips with simple reinforcing activities for taking home to parents after the initial letter is sent home (also available in English). Geometric shapes and sets of picture "children cards" serve as manipulatives to the program. The switch box permits children to use cassette players with one button. The Spanish is natural for young children, with a few regional "substitute words", and is designed for either the first or second language presentation. The *Bilingual Resource Guide* includes performance objectives in both languages, suggestions for classroom management, teaching strategies, Spanish and English cassette scripts, and a "bicultural resources" section. The entire program in English includes additional materials, some of which are consumable, for a more complete classroom program. The bilingual package is adopted in Texas for kindergarten.

Conjunto de historias matemáticas. Doris E. Rodríguez, Ninfa Nieto, Frank Guerrero, Rosendo Ancira, María Medina Swanson. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, ©1975. Program of four Modules: four Teacher's Guides, thirty-six cassettes, student worksheets, test spirit masters. \$314.00 (school price). Spanish and English: Early Elementary.

A basic mathematics program, it is designed to teach in modules the basic concepts of addition, subtraction, multiplication and division of whole numbers. The child may listen to recordings of the lessons in story form. These are directed to

motivating the child to find a solution to the problem presented in the story. There are games that require the child to manipulate objects (cards) and to compete with other players, games using the magnetic board or flannel board for children to make and answer equations, domino and dice games, and puzzles.

Some titles used in the audio cassettes are: *El jefecito "Quiero-uno-más"*; *La historia de Luli la Mosca*; *La isla del Tesoro de Villa Ceros*; *El carnaval de Resta*; *Mario, El mago matemático*; *Una competencia contra ti mismo*; *Invasores electrónicos*; *Escape del planeta Sumarresta*. This self-paced math program is organized by skill rather than by grade level, permitting enough flexibility to help the children practice with the skills they need. The program may be used for small group, entire class, or individual instruction.

Conocimiento necesario para conseguir empleo/Knowledge Needed to Obtain Work. Thomas J. Jacobson. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. © 1973. \$71.35 (list price); \$53.50 (school price). A package of 100 wallet cards: English-\$11.42 (list price), \$8.56 (school price); Spanish-\$7.14 (list price), \$5.35 (school price). Spanish and English: Secondary; Adult.

A practical and comprehensive career education program, it provides specific information, through the use of sixty-four overhead transparencies, on attitudes, skills, career exploration and all the possibilities before finding a job. The program contains a total of seven topics. Instructions for the teacher are in English and the materials for the students are in Spanish.

"Selecting a Job" presents suggestions to insure success in selecting a job, a list of publication resources, and an outline of career possibilities concerning skills and salary. "Finding Employment Openings" gives suggestions on job placement in community colleges and federal offices. The student is briefed on application procedures, classified ads in local newspapers or magazines, and positions offered. "Filling Out an Application"

pinpoints the specifics on filling out forms. "Preparing to Take an Employment Test" relates helpful tips—the do's and don'ts—on taking a test. "Preparing for the Interview" summarizes the previous arrangements for the interview with the employer. "Interviewing" informs the student about personal appearance, attitudes, and types of responses during an interview. "Follow-up on Job Applications" provides practical suggestions that will help a person get a job.

The Context of Foreign Language Teaching. Leon A. Jakobovits and Barbara Gordon. Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969. ©1974. 286pp. \$7.97 (paperbound); \$12.95 (clothbound). English: Educators.

The book is divided into three parts: The Pedagogical Context, The Personal Context, and The Theoretical Context. In the first chapter the authors present a definition and a differentiation—of second language learning and bilingualism, and a list of premises which are later fully discussed. Dr. Jakobovits and Dr. Gordon tell us: "Second-language learning as a classroom subject is one thing, and being a bilingual person is another thing, and these two things have often very little to do with one another. We believe that both of these can have valid educational objectives, but to confuse them is to neutralize the advantages that either may have to offer...The objectives of the current 'modern' era in FL education is to produce a living, viable bilingualism which is involved in talking, reading, and writing in two or more languages."

Chapter 6 "outlines a program of in-service training for teachers and administrative school personnel which is designed to foster a better understanding of the problems involved in the education of children from minority groups within an educational system that is defined and administered by the cultural interests of the dominant social or national community." The authors present an interesting discussion on how and why teachers might come to be viewed as the enemy by minority students; of how an "insidious shift from racial to ethnic

prejudice" is taking place in educational circles; and of how we might be able to "evolve the bilingual school into a bicultural school." They also remind us that "nowhere is the possibility raised that the various cultural minorities in the United States may have different objectives (than those of the dominant middle-class white Anglo-Saxon culture) for an educational system."

The last chapter deals with review study questions and discussion, and two appendices, consisting of dialogue between a small child and his parents, particularly his father.

Conversational English for the Non-English-Speaking Child. Nina Phillips. Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, N.Y. 10027. ©1968. 139pp. \$3.50 (spiralbound). English (as a second language): All levels; especially Elementary.

This is the manual and reference book of the School Volunteer Conversational English Program of New York City. It features an audio-visual-lingual approach to English as a second language, with special emphasis on the needs of the disadvantaged child. Because of the basic concepts approach, the manual and suggested materials can be used for secondary students or adults as well as with disadvantaged English-speaking children. Each chapter contains narrative explaining theoretical considerations, teaching principles, attitudes and approaches; some also contain vocabulary lists and specific conversation suggestions. Basic teaching materials and their sources are listed; forms for use in administration of the program are included. Among the specific teaching aids and approaches are the object box, picture games, action routines, instructional pictures and a picture file; a 2,500-word category word list is provided. Instructions for keeping a journal on individual pupils' progress and for carrying out a training program for volunteers are included, as are guidelines for program chairpersons—administration, supplies, and a month-to-month schedule.

Conversation in English: Points of Departure. Julia M. Dobson and Frank Sedwick. American Book Company, 450 West 33rd Street, New York, N.Y. 10001. ©1975. 107pp. \$2.25 (paperbound). English; Grades 5-12; Adult.

Illustrations are used in this book to stimulate conversation among learners in English. The manual is to be used as a supplement to a more structured language program. Fifty lessons deal with life in a modern, English-speaking country: work, shopping, recreation, home, community. By discussing the topics, the student gains cultural insights as he increases his language skills. Each lesson features a drawing, a vocabulary list, a series of questions to encourage conversation, and composition topics.

Course Objectives: Secondary English as a Second Language. Clifford Mendoza for the San Diego City Schools. San Diego I.S.D., San Diego, California. 1972. 6pp. \$.25 (paperbound). English; Educators; College.

Examples of course objectives for use in secondary English as a second language (ESL) programs are given in this publication.

The Cow-Tail Switch: A Folktale of Africa. (Film) Learning Corporation of America, 4600 West Diversey Avenue, Chicago, Illinois 60639. ©1970. 8 minutes; 16mm color, sound. \$125.00; rental \$12.00. English and Spanish sound track: Primary Grades.

The Spanish and English bilingual versions of this folktale differ little in vocabulary level, both appealing to and being sufficiently quick-paced for young school children. The colorful animated scenes trace the fate of the father of an African family who is killed in a hunt and later revived by the magical

powers of his sons. The beautiful cow-tail switch is presented by him to the youngest son, whose first words when he was born—"Where is my father?"—lead to the sons' search for him and the restoration of his life.

Coyotes: An Animal Story of the Southwest. (Posters) Florence R. Christian; illustrations by the author (Chretienne). Educational Consortium of America, P.O. Box 962, Menlo Park, California 94025. ©1973. Thirteen color prints 16" by 22" on chipboard easel. \$10.00 set. Spanish and English: K-Intermediate Grades.

Similar study prints: *Ghost Towns: A Picture Story of the Old West*; *A Portfolio of Outstanding Contemporary American Indians*.

The coyotes and the children in this encounter show equal curiosity about each other. The children see how adults react to the coyotes and how the coyotes interact with people and other animals. The large pictures have below them very large print, so children can follow along as the story is read from the easel before them. Prints can be detached on perforations for separate display; each print is a blue, green or dark red water-color painting.

Coyote Stories. Edited by Robert A. Roessel, Jr., and Dillon Platero; illustrated by George Mitchell. Navajo Curriculum Center Press, 2218 East Magnolia, Phoenix, Arizona 85034. © 1974. 118pp. \$6.00 (hardbound). English: Elementary.

These stories have been collected from elderly medicine men and other storytellers and are narratives which have been transmitted orally from generation to generation. The tales are told with humor; the illustrations are delightful. This book is one of a series which depict the life and culture of the Navajo. Sturdily bound with a washable linen cover, it was intended for use by children for independent reading, or for use in the library.

Crafts and Customs of Oaxaca. (Posters) Written and illustrated by Vincent P. Rascón. Educational Consortium of America, Box 1057, Menlo Park, California 94025. ©1975. Twelve 11" by 14" study prints. \$10.00 set. English and Spanish: K-12. Similar study prints. *Folklore of Black Africa; Myths and Gods of Ancient Mexico; Una perspectiva de México: Its People, Places and History.*

These captivating full-color paintings of Oaxacan culture are intended to help students of all ethnic backgrounds understand one of the great cultures of Mexico's past and present. Some of the areas covered in these prints and accompanying text are: Huave fishermen, special holidays, native dress, Oaxacan songs and dances, family life and social customs. These posters promote cultural awareness and are suitable for classroom display and discussions on Mexican culture.

Crane Reading System in Spanish. Barbara J. Crane. Motivational Learning Programs, Inc., 1301 Hamilton Avenue, Trenton, New Jersey 08629. ©1975. Teacher's Guide (\$10.00), Classroom Management Chart (\$0.30), six skill booklets (\$6.66 set), five practice books (\$1.75 each), five reading books (\$1.75 each), set of 397 picture and letter cards (\$18.00); Introductory set (one of each title) \$52.46. Spanish: K-2. English reciprocal program: *Categorical Sound System* (©1973, 1967) by Barbara J. Crane. The 32-book introductory set, \$49.17 from Motivational Learning Programs, includes a "CSS Guide for ESL Classes."

Designed for Spanish-dominant American pupils, this reading program's readiness activities, skill development, and story reading are accompanied by a thorough teacher's guide. Guidance in the use of either the eclectic or phonetic approach is provided through itemized charts and lists of alternate sequencing for interrelated activities using picture and letter cards, skill and practice books, and readers. The CRS program presents all the major sound and spelling patterns and high

frequency words in Spanish through the two approaches or plans: phonics combined with whole word presentation (eclectic) and letter-sound-spelling relationship introduction followed by sample reading material (phonetic). The teacher's guide is in separate Spanish and English sections. Each reader features simple line art and very large hand-printed text in one non-black color. The "Yo" character is cartoonlike and universal, having no sex or ethnic features. The teacher's editions of the student books all contain instructions for individual and group activities printed on the inside covers. When the Spanish and English programs are used in a bilingual teaching system, the children should be reading at grade level independently. The various activities and illustrations are mutually reinforcing.

The English program introduces initially 500 of the easiest words to identify by sound; most of the initial English words contain sounds having phonetic similarity to Spanish sounds. The placement test is followed by frequent diagnosis; and activities of a visual, auditory, and kinesthetic nature are used for reinforcement. The program spans the pre-reading, concept-development level to grade level 2.7 (1500 words). Discussions of stories can occur in English and Spanish, as the same stories and picture cards, as well as the same linguistic concepts, occur in the reciprocal programs. A *Placement-Diagnostic Test* and the *Crane Oral Dominance Test*, designed for use with the CRS, were in production at the time of this writing.

Cuentitos divertidos. Linda Zierer Giles and Roger Salinas; illustrated by Rosie Cano and Barbara Coulson. Educational Activities, Inc., Box 392, Freeport, New York 11520. ©1975. One cassette tape; ten books (approximately 20pp. per book). \$16.95 (boxed). Spanish: K-1.

This series of ten books contains rhymes about domestic and zoo animals and about the months. It is intended for the Spanish speaker who is a beginning reader and can also be used in SSL classes. Each page contains only one sentence of the rhyme with an illustration. The rhymes are taped so the teacher

can help the child listen first and then read. There are three different voices on the tape; sometimes the voices sound monotonous and, as a result, the child might lose interest. Nevertheless, the rhymes are funny and will be enjoyed by children. Titles of the booklets are *El oso*, *Ranas*, *Los ratones*, *Las narices*, *Puertas*, *Las arañas*, *Los gatos*, *Changos*, *Los perros*, and *Los meses del año*.

CUENTOS. Corina Lozano. Available from the author: Box 981, Edinburg, Texas 78593. ©1974. \$0.20 each. Spanish: Primary. Illustrators and pages noted after each individual title.

Halloween, Thanksgiving Day, Christmas, and St. Valentine's Day are the themes in these four *cuentos*. Printed on newsprint, these supplementary readers can be colored by the student after he has read the story. The four *cuentos* are:

Ya no hay brujas ni fantasmas. Illustrated by Roberto and Teresa Montalvo. 21pp.

The little witch and her small ghost friend conspired to prevent the sun from going down on Halloween night to keep the bad witches and ghosts from frightening children out trick or treating.

Tecolote. Illustrated by Roberto and Teresa Montalvo. 28pp.

The young Indian boy in this story learns what Thanksgiving Day is a symbol of, and saves his pet turkey Carlota too!

Jicotito. Illustrated by Thomas Shugrue. 13pp.

This Christmas tale is about Jicotito, a donkey, who could not do anything—he couldn't pull a plow, he couldn't produce milk or eggs, he couldn't catch mice. Then an angel came to him and took him to a place where he was needed and could do something to help. His breath warmed a cold Baby; later he carries the Baby and His parents to safety.

Te regalo mi corazón. Illustrated by Roberto and Teresa Montalvo. 29pp.

Nobody wants to accept Michito's candy heart as a gift. Finally he finds a willing and appreciative taker.

Also available from the author: *Berta y Delia se parecen pero no son iguales*, a short (5pp.) exercise book designed to help the child differentiate between *b* and *d*.

Los cuentos del viejo y sabio buho. (Sound filmstrips) QED Productions, P.O. Box 1608, Burbank, California 91507. ©1972, 1973 (Cathedral Films, Inc.) Three series of six color filmstrips, three cassette tapes, six study guides. Each of three series \$87.00; \$81.00 with record option. Spanish edition: Primary. Based on *Tales of the Wise Old Owl*.

The filmstrip series, translated from the English, is designed to aid in the development of oral and written communication skills and stimulate discussion of personal values. Titles and themes are: Series One: *La sorpresa del Doctor Cazador* (being responsible); *La abejita trabajadora* (diligence); *La graduación en la academia de obediencia* (true achievement); *Excusas tontas* (honesty); *Carlitos la ardilla listada* (neighborliness) and *Un caracol llamado Veloz* (forgiveness).

Series Two: *La ardilla envidiosa* (sharing); *El cuervo ladrón* (fair play); *El jefe de los castores* (unselfish service); *Días de escuela en el océano* (wise use of time); *La casa de los revezuclos* (preparing wisely) and *Un cachorro inquieto* (love of home and family).

Series Three: *El cordero favorito* (warmth of family life); *La pluma que se perdió* (true friendship); *El viento y las semillas* (receptive minds); *Una perla muy costosa* (proper values); *El círculo de los hongos* (patience) and *La hormiga justiciera* (law and order).

Cuentos puertorriqueños. Edited by Robert L. Muckley and Eduardo E. Vargas; illustrated by Jaime Carrero. National Text-

book Company, 8259 Niles Center Road, Skokie, Illinois 60067. ©1974. 119pp. \$4.00 net; \$3.20 net each, 5 or more (paperbound). Spanish-English vocabulary section. Spanish: HS-College; Adult.

This is a collection of nine short stories by contemporary Puerto Rican writers. The themes deal for the most part with disillusionment, quiet desperation, grief; however, as we are told in the introduction, these do not by any means represent the totality of Puerto Rican life and experience. We are also told that the stories are directed especially to those students for whom Spanish is not a foreign language and who already have some knowledge or understanding of the culture.

The collection is carefully annotated, with a brief explanation of dialectal pronunciation and its spelling at the beginning of the book; words defined in footnotes (usually in Spanish but sometimes in English); and a Spanish-English vocabulary section at the end. There are lists of comprehension and discussion questions at the end of each story.

Culture, Behavior and Education: A Study of Hawaiian-Americans. Ronald Gallimore, Joan Whitehorn Boggs, and Cathie Jordan. Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212. ©1974. 288pp. \$7.00 (paperbound), \$11.00 (hardbound). English: Professional Resource.

Gallimore, Boggs, and Jordan spent five years in a small community in Oahu studying young Hawaiian-Americans and provide general information to professionals concerned with the education needs of minority children. In addition to psychological experiments checked by statistical methods, the authors taped group discussions of adolescents, recorded life histories of children, and thoroughly surveyed the neighborhood. In the preface the authors note, "The social and educational problems of Hawaiian-Americans may differ in detail, but much of what we present will seem very familiar to those who live and work in minority communities on the United States mainland. We

believe what was learned in our studies in Hawaii will be of interest and value to those who seek to understand and solve the problems of American ethnic minorities." The book begins with a look at American minorities and the public schools, noting the tendency of traditional education to favor certain behaviors and cultures. Then the authors present a detailed discussion of Hawaiian-Americans. The role of the family and its strong influence on the individual are extensively described. In regard to school, Gallimore, Boggs, and Jordan analyzed basic settings and behaviors inherent in teacher-pupil interaction: verbal and nonverbal help-seeking, attending and responsiveness, and achievement-oriented behavior. They conclude that the educational system must make some fundamental changes in order to meet the needs of minority children, but acknowledge the difficulty of translating research into actual classroom strategies. References and an index conclude the work.

Dacotah Territory 6. James L. White, Guest Editor; edited by Mark Vinz. Moorhead State College, P. O. Box 775, Moorhead, Minnesota 56569. ©1973. 56pp. \$1.00 (paperbound). English: HS; Adult.

Dacotah Territory is the area now called the Great Plains, "the lands originally inhabited by the Dacotah or Sioux nation of tribes, stretching from the Great Lakes and the Mississippi to the Rockies, and from Canada southward to the Oklahoma Territories, and beyond. The word Dacotah means 'allies.' To unfriendly tribes it means 'enemies.' " The journal *Dacotah Territory* is an independent, nonprofit publication of poetry and comment; Issue 6 is a collection of writings by Native Americans. The anthology presents a variety of styles and themes, including nature, grief, death, and love. Indian heritage appears often in subtle ways and is sometimes the author's central focus. Contributors to this special issue are Roberta

Hill, Jim Toilerud, Joy Harjo, Agnes T. Pratt, Ya-Ka-Nes, William Witherup, Jim McGrath, Thomas Peacock, Gerald Vizenor, Ramona Wilson, Jay Ralph Johnson, Simón Ortiz, Duane Niatum, Anita Endrezze, and Janet Campbell Hale. The journal is beautifully designed and is illustrated with the photographs of Jim McGrath's sculpture. High school English and literature teachers may want to use this publication as resource material.

- ☆ **The Daily Curriculum Guide: A Preschool Program for the Spanish-speaking Child.** Spanish Dame Bilingual Bicultural Education Project, San Jose, California; Toni Micotti, Director. Order from the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. Revised edition, 1974, 1975. Year I, Weeks 1-10 (270 pp.) \$3.75; Year I, Weeks 11-20 (232pp.) \$3.75; Year I, Weeks 21-30 (208pp.) \$3.75; Daily Curriculum Supplement (338pp.) \$4.00; Audio Cassette Recording (30 minutes) \$1.25. Spanish and English: Preschool.

Designed for use primarily by paraprofessionals working in the children's homes, the program aims to improve the child's Spanish language skills, develop basic listening and verbal skills in English, assure basic concept development in the child's primary language (Spanish), and train the mothers of project children in new methods for working with their children. The material is adaptable also to other early childhood bilingual programs, and when completed will provide daily lesson plans for two years. The *Supplement* accompanies the first thirty weeks (one year) of the program and provides general suggestions on what to prepare before classes begin, some how-to instructions and recipes, a materials overview and day-at-a-glance summaries of materials needed for each day's lesson. Also included are resource sections of stories, songs, rhymes, poems, finger plays, exercises and games. Ditto patterns and flannel patterns for stories, songs, etc. are also included, as is an index to resource items in the book. Both

the curriculum guides and supplement are tab indexed (spiral-bound) for easy use and handling. The audio cassette tape accompanies the song section of the supplement; piano music serves as a background for clear male and female voices in English and Spanish language songs.

Dancing Masks of Africa. Christine Price. Charles Scribner's Sons, 597 Fifth Avenue, New York, N.Y. 10017. ©1975. 45pp. \$6.95 (clothbound). English:K-6.

Written in simple prose that is easy to read and understand, this publication relates the life style and culture of the West African people of past years. The reader learns about a few of the many kinds of masks and their prominent role in West African societies. The book is illustrated front to back with black-and-white woodcuts with gold and red overlays. A section that further defines the uses of the masks concludes the book. Two companion volumes to *Dancing Masks of Africa* are *Singing Tales of Africa*, and *Talking Drums of Africa*; all make a fine addition to folklore collections.

De colores. *Journal of Emerging Raza Philosophies*, Vol. I, No. 2. José Armas, editor; cover design by Walter R. Baca. De Colores, 2633 Granite N.W., Albuquerque, New Mexico 87104. ©1973. 67pp. Four issues. \$8.00 (paperbound). Spanish and English: Adult; General Interest.

"People are taking seriously the saying that anyone who is severed from their history can have no future." With that statement, the editorial in the second issue of this quarterly journal leads to an avowal of the purpose of the publication: "It is the intention of *De colores, Journal of Emerging Raza Philosophies*, to serve Chicanos by examination of the whole spectrum of the Raza experience, so we can have that future as a culturally different people."

The article "Existentialism and Chicanos," by Don Porath, opens up the realm of the Chicano personality by promoting the notion that "the Chicano is different from the gringo not only because of his last name and sometimes the color of his skin, but also because of the perspectives of existence, which work in complete contrast to those of the dominant culture of this country."

The article by José Armas, "*La doctrina de la raza*," focuses "attention on the issue of social responsibility within the Chicano community." He tells us that "this concept is a vital element to be promoted if the culturally different Chicano is to survive in this society."

A collection of poetic *pensamientos y filosofía* from the *Popol Vuh*, the "bible" of the Quiche Maya, and from Huastlatolli (known as *Pláticas de los viejos*) is entitled *Nuestros ancianos hablan*. Contemporary poetry and art complete the issue. This journal is a useful resource in a library or in an ethnic studies class at the high school or college level.

Denetsosie (Diné Ts'ósí). Broderick H. Johnson, editor; Sydney M. Callaway, and others. Illustrated by Andy Tsinajinnie. Navajo Curriculum Center Press, 2218 East Magnolia, Phoenix, Arizona 85034. ©1974 (Schoolboard, Inc., Rough Rock, Arizona). 56pp. \$3.50 (clothbound). English: Upper Elementary-JHS.

The biography of this great leader of the Navajos is told in the easy style of the storyteller; it is written very much as told by Denetsosie in the Navajo language. The book contains a great deal of lore and history of the years since the mid-1800s, as the subject was a medicine man until his death in 1969. The philosophy and culture of this great man, the authors hope, will guide Navajo children and inspire all readers, regardless of race. The captioned black and white illustrations follow and enhance the story; a photo of Denetsosie is included.

The Desert People. Byrd Baylor; illustrated by Peter Parnall. Charles Scribner's Sons, 597 Fifth Avenue, New York, N.Y. 10017. ©1975. 28pp. \$6.95 (library binding). English: Elementary-JH.

The respect inhabitants of the desert have for the land and each other, and the relationship between the Desert People and all that surrounds them and sustains them is the theme of this book. Ms. Baylor's lyrical narrative describes the white sunlight and audible silence of the desert. She recounts the beginning—"Spider People sewed earth and sky together. . . Buzzard made mountains with wings and Gopher burrowed a path to lead people out of the underworld. . . And Elder Brother taught them to share the land with animals and birds." And she tells about the strong brown Desert People, The Papago Indians, who call the earth their mother.

The language is simple, yet the imagery is rich, ". . . they like the land they live on so they treat it well—the way you'd treat an old friend . . . And the land knows." Yellows, golds, browns, greens, and blues wash across the pages, but are controlled and confined within the black line art. These illustrations provide a powerful counterpoint to the narrative. The type is set in narrow columns, spaced to complement the language and the illustrations. Appropriate for library use or independent reading, *The Desert People* serves as an introduction to folklore.

Developing Mathematical Processes (DMP). The Wisconsin Research and Development Center for Cognitive Learning. Rand McNally and Company, P.O. Box 7600, Chicago, Illinois 60680. © 1974. Program of Physical Materials Kit, Printed Materials Kit, Teacher Materials Kit, Student Materials Kit. \$242.00 Level 1—Topics 1-14; \$432.00 Level 2—Topics 15-27. Spanish and English; Grades 1-2.

A complete Mathematics Program developed by the Analysis of Mathematics Instruction Project at the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin. This innovative program is intended for use in the early elementary grades and provides a variety of materials to motivate the child's participation. The Physical Materials Kit contains such basic manipulative materials as counters, cubes, geometric models, balances, and measuring apparatus for 32 students. Many of these materials are designed for the Metric System.

The children have the opportunity to manipulate real objects and to discover the complete cycle from concrete to abstract, from abstract to concrete, through games, stories and fun activities. The children describe, classify, group, separate and join by exploring the relationship between objects.

The children are encouraged to investigate the relationship of mathematics with other subject areas of a school program such as science, social studies, art and communicative skills. The rationale of the DMP program is to help the children understand that the mathematical concepts are closely related to their everyday life and own environment.

The DMP program is child-oriented and designed for individualized or group instruction. Contained in the Teacher Materials Kit is a teacher's guide for each topic which suggests ways in which the teacher may adapt the activities according to the specific needs of the students. The program emphasizes the importance of self-confidence and success as a means of learning.

Un día feliz para Francisco. Sue Patrick de Vernon; Spanish translation by Roberta Ryan. Photographs by Fon Scofield. Casa Bautista de Publicaciones, P.O. Box 4255, El Paso, Texas 79914. ©1968. 30pp. \$0.80 (paperbound). Spanish: Ages 10-13.

This is a story about a family in Fortaleza, Brazil. The black and white photographs of the fishing community in that bay area give an idea of the way such a fishing community lives. Their livelihood is dependent on nature. The families are of modest means and own few luxuries. The houses appear to have no electricity, running water, etc. The relationship between the resources of these people as a fishing community and their socioeconomic status may be a topic of conversation in a social studies class.

Un día y una vida. Fernando Sálaz. New Mexico State Department of Education, Santa Fe, New Mexico. 1974. 94pp. Free to teachers in bilingual programs in New Mexico. Spanish: HS.

The rich heritage and the beauty of the landscape of New Mexico is the main thrust of this book. It is the story of a boy from New Mexico who moves to Spain with his family. He returns to New Mexico as a young man and a student because to him "New Mexico stands as an example of the way a diversity of races, cultures and beliefs can live, grow, and work together in amity." The author states that what he would like most is to encourage a genuine appreciation of cultures different from our own. The cover is a color reproduction of a painting by Joel T. Ramírez; photographs are by the photography class of Belén High School, Santa Fe, New Mexico. This book may be used in a Spanish language arts or social studies class as supplemental reading.

Diccionario de 201 verbos ingleses conjugados en todos sus tiempos y personas. Ruth Parlé Craig Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797. 1972. 432pp. List price, \$3.95 (paperbound); Net school price, \$3.16 (paperbound). English and Spanish: College; General Interest.

This dictionary serves as a source of complete and systematic conjugations of the English language for the person whose native language is Spanish. Educators teaching the correct usage of English might also find this publication valuable. The 201 verbs listed in the dictionary are selected from those used most frequently in American English. Each verb is conjugated twenty ways, and examples of its proper use with prepositions, negatives, and variations are also given.

Diccionario del lenguaje usual. Departamento Pedagógico de Santillana, S. A. de Ediciones. Santillana Publishing Company, 575 Lexington Avenue, New York, N. Y. 10022. 1970. 758pp. \$7.50 (hardbound). Spanish: Upper Elementary-JHS.

Each entry in this dictionary contains the following information for the word: the word, its part of speech, its use as other parts of speech if applicable, the definition, derivatives, synonyms, and antonyms. The dictionary contains words and forms of words which might be confusing. Very common words about which there can be no doubt or confusion, such as *pantalón*, *camisa*, *mesa*, etc., have not been included; neither have plant and animal names nor very specialized scientific or technical terms been included.

☆ Directory of Title VII ESEA Bilingual Education Programs: 1975-76. Dissemination and Assessment Center for Bilingual Education; Joanna F. Chambers, compiler. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. January, 1976. 180pp. \$1.50 (paperbound only). English: Educators.

This fourth annual directory serves as a guide to programs in bilingual, bicultural education funded through the Elementary and Secondary Education Act (ESEA) during the 1975-1976 school year. The 406 grants went to instructional, teacher education, institutional development, and service programs in 38

states and territories, and in 47 languages of instruction. Programs are listed by state, city, and district. Descriptions provide the name of the program, its local education agency or district, and a contact name, address, and telephone number; the year, language(s) of instruction, grade level(s) of instruction, and number of students enrolled are also listed. The service programs make up a national network which includes resource centers, materials development centers, and dissemination and assessment centers; the functions and service areas of each is listed. The level—graduate, undergraduate, or paraprofessional—of each of some 70 teacher education programs in colleges and universities is listed with an indication of whom to contact, and whether fellowships may be available. Financial aid may be available which is not listed. The two indexes are to names and to program languages.

The Distorted Image: Stereotype and Caricature in American Popular Graphics, 1850-1922. (Slides) Based on the work of John J. Appel and Selma Appel. Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, N.Y. 10016. 1973. \$35.00, includes sixty slides, cassette tape, and discussion guide. LP record or reel-to-reel tape option, \$5.00 each. English: HS-College; Adult.

Reacting to contemporary attitudes eighty or a hundred years ago, America's illustrators filled the pages of popular magazines with gross stereotypical portrayals of minority groups and no group was spared. From today's vantage point these artists have left us a unique visual history of prejudices, showing how some have shifted and others have remained ingrained. *The Distorted Image* is a slide-tape presentation for use in media, communications, and social studies classes consisting of reproductions of cartoons and illustrations from the popular magazines of the past. Although the presentation focuses primarily on four ethnic groups (Chinese, Irish, Jewish, and Black), the slides reveal prevailing attitudes toward any group thought to be "different". The discussion guide includes

a brief summary of stereotyping, a script, information on each illustration, and an annotated bibliography.

The materials are packaged in a ring binder with the cassette tape stored in a pocket in the front. The slides are held in three plastic sheets, punched so they can be kept in the binder. It is difficult to remove the slides from their individual slots, and a teacher might want to store them in a slide tray or box for easier access.

Diversiones para práctica fonética. Ofelia Marco. The Continental Press, Inc., 2336 Farrington Street, Dallas, Texas 75207. ©1974. Twenty-four masters. \$4.50 (spiralbound). Spanish: K-Primary.

This set of twenty-four masters for liquid duplicators is designed to reinforce the initial consonant sounds of Spanish. It contains a teacher's key and can be used with any program of initial reading in Spanish.

Dominó de las letras. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. ©1974. Twenty-eight cardboard dominoes. \$2.50 (boxed). Spanish: Primary.

One end of each domino is a letter, and the other end is a picture with a word describing it. The student is to match the initial letter of each word with its corresponding picture. Using rules similar to regular dominoes, he can build tracks to develop and test his identification skills. An instruction sheet in Spanish suggests other games to be implemented in bilingual or Spanish language arts classrooms.

The Drac: French Tales of Dragons and Demons. Felice Holman and Nanine Valen; illustrated by Stephen Walker. Charles Scribner's Sons, 597 Fifth Avenue, New York, N.Y. 10017. ©1975. 85pp. \$6.95 (clothbound). English: Grades 4-12.

In compiling these French tales of dragons and demons, the authors spent considerable time in researching as many versions of the same legend as possible. They then retell the stories in this book, keeping the heart of the legend in addition to the essentials of the regional beliefs. The stories are illustrated with imaginative pen-and-ink drawings.

Las drogas en el mundo. (Sound filmstrips) Singer/SVE-Society for Visual Education, Inc., International Division, 1345 Diversy Parkway Chicago, Illinois 60614. ©1975. \$53.00, includes four filmstrips (average 60 frames, 9 minutes), two cassettes, four guides; \$48.50 with record option. Spanish: Upper Elementary.

Filminas sonoras en español. Based on *Drugs in Today's World*.

A program of use in health education classes or in parent in-service workshops, it attempts to realistically present the facts and fictions of drugs which students and parents need to know. Adults' and teenagers' voices sound natural, not forced. Teacher's guide contains vocabulary list, topics for discussion, and full text. Titles in the series are: *Estimulantes y sedantes*, *Lo psicodélico*, *Los derivados de opio*, *¿Por qué las drogas?*

Las drogas y usted. (Sound filmstrips) Singer/SVE-Society for Visual Education, Inc., International Division, 1345 Diversy Parkway, Chicago, Illinois 60614. 1975. \$53.00, includes four filmstrips (average 54 frames, 7 minutes), two cassettes, four guides; \$48.50 with record option. Spanish: Primary-Elementary.

Filminas sonoras en español. Based on *Drugs and You*.

This series is aimed at the young child and uses dramatic situations to explain why it is dangerous to play or experiment with drugs or medicines, and why it is important to keep all drugs out of reach of small children. The hazards of toxic

household products are also presented. Teacher's guide contains vocabulary list, topics for discussion, and full text. Titles in the series are: *Póngale atención a lo que come*, *Cuide mucho su cuerpo*, *Medicinas útiles*, *Las drogas pueden ser peligrosas*.

Drums, Tomtoms and Rattles: Primitive Percussion Instruments for Modern Use. Bernard S. Mason; illustrated by Frederic H. Kock. Dover Publications, Inc., 180 Varick Street, New York, N.Y. 10014. ©1974, 1938. 208pp. \$2.50 (paperbound). English: General Interest.

Unabridged republication of the work originally published by A. S. Barnes in 1938.

The immense variety of primitive percussion instruments has been studied, described and illustrated for the benefit of ethnologists, musicians, craftsmen, and students of the manual arts. A survey and history, "Drums the World Around," introduces the reader to detailed information on "The Craft of Drum-Making," "Hand Drums," "Large Dance-Drums," "Drums of the Log or Barrel Type," "Water-Drums," "Drumsticks," "Using the Primitive Drums," and "Dance-Rattles and Other Sound-Makers." The index locates information on the drums of many American Indian tribes as well as throughout the world, by types: the index follows the selected bibliography of Indian dancing and music-books about dancing and percussion scores of over fifteen major tribal groups.

Early America 1492-1812. William Loren Katz. Franklin Watts, Inc., 730 Fifth Avenue, New York, N. Y. 10019. ©1974. 88pp. \$3.95 (hardbound). English Upper Elementary-High School. First of six volumes on *Minorities in American History*. Similar title: *From the Progressive Era to the Great Depression 1900-1929*.

This book is about the treatment of minority groups in America from the earliest days of settlement by Europeans, beginning with Columbus' treatment of Native Americans through the early nineteenth century. It briefly traces the history of several minority groups in the United States and includes many interesting quotations from contemporary sources, a bibliography and an index. For social studies classes, *Early America 1492-1812* serves as a resource on American values.

Early Childhood Curriculum: A Piaget Program. Second Edition. Celia Stendler Lavatelli. American Science and Engineering, Inc., Education Division, 20 Overland Street, Boston, Massachusetts 02215. ©1973. Three materials kits with Teacher's Guide and professional text. Classification kit \$139.50; Number Measurement and Space (Conservation) kit \$96.00; Seriation kit \$53.00; text \$6.95. Total program for four children (non-consumable) \$139.50. Professional text in English; Teacher's Guide in English and Spanish editions: Ages 4-6.

Professional text: *Piaget's Theory Applied to an Early Childhood Curriculum* (Boston: AS&E, 1970); see annotation in *Cartel, No. 12 (Cumulative Issue-1973, pp. 87-88)*.

This is the second edition of a program designed to foster development of logical thinking processes and associated language based on the research of Jean Piaget. Numerous short, structured activities are provided for the learning or practice of classification, number measurement and space (or conservation) and seriation. Boxed materials include enough of such items as beads, puzzles, paper dolls, pennies, miniature toys (cars, blocks, dishes, etc.), plastic strips in varying sizes, etc. for four children to work together simultaneously. The teacher's guide is available in separate English and Spanish editions: "Using ECC in two languages allows a child to develop proficiency in both languages while thinking in both languages." The teacher's guides describe in detail the goals for mental operations and language models for each set of activities.

Earth Namer. A California Indian Myth. Retold by Margery Bernstein and Janet Kobrin; illustrated by Ed Heffernan. Charles Scribner's Sons, 597 Fifth Avenue, New York, N. Y. 10017. ©1974, 1970. 40pp. \$4.95 (clothbound). English: PK-Elementary.

For library use or independent reading, this Maidu Indian story recounts the folklore of a people, of how the world was made. In the beginning there was only Turtle on a raft . . . until Earth Namer one day appeared and offered to Turtle any favor he chose. Turtle wished for dry land to rest on; when that was done he wanted light. Earth Namer made some trees and plants to fill the earth and provide shade. First Man and First Woman were shaped of red earth and given hands with fingers so they could make things. When he was finished, Earth Namer climbed back up his feather rope to the sky, never to return. The illustrations are very simple line drawings in a childlike style, printed with the text on cloudy sky-blue paper.

THE EDINBURGH COURSE IN APPLIED LINGUISTICS. Edited by J.P.B. Allen and S. Pit Corder. Prepared by members of the Department of Linguistics, the University of Edinburgh. Oxford University Press, 200 Madison Avenue, New York, N.Y. 10016. English: Professional Resource.

This four volume series brings together the fields of linguistics, language study, and language teaching methodology and materials. The books are aimed at the reader who already possesses or is currently acquiring some knowledge of contemporary linguistic study. Although it does not specifically address bilingual education in the United States, the series does provide some helpful information for the language teacher.

Volume 1, Readings for Applied Linguistics. ©1973. 284pp. \$9.00 (paperbound).

General articles which are classified under headings: Various Views of Language, Functions of Language, Varieties of

Language, Language as a Symbolic System, Linguistics and the Study of Language, Linguistics as a Scientific Study, Linguistics and Language Teaching. Most of the readings have been written in the last fifteen years. Authors include B.F. Skinner, Noam Chomsky, Joshua Fishman, and William Mackey.

Volume 2, Papers in Applied Linguistics. 1975. 376pp. \$17.00 (paperbound).

These papers deal primarily with language learning and language teaching. The focus of the volume is theoretical: "an account of the goals, scope and findings of the various inquiries into the nature of language" and how this information relates to language teaching. There are sections on second language learning, adult theories, child strategies, and problems in language teaching.

Volume 3, Techniques in Applied Linguistics. 1974. 366pp. \$13.95 (paperbound).

This is "the practical application" of the theories discussed in Volume 2. Most chapters have exercises which readers can work on their own; answers are provided when appropriate. Specific topics include error analysis, audio-visual materials, contrastive analysis, and language testing.

Volume 4, Testing and Experimental Methods. Will be available in December, 1976.

Educación alternativa: On the Development of Chicano Bilingual Schools. Reynaldo Flores Macías, Carolyn Webb de Macías, William de la Torre, Mario Vásquez. Cover design by Martín Pérez. The Southwest Network, 1020 B Street, Suite 8, Hayward, California 94541. 1975. 81pp. \$3.00 (softbound). English. Educators; General Interest.

The authors state that the main purpose of this book is to provide points of discussion to people interested in creating

Chicano alternative schools. It presents an in-depth discussion on Chicano language as the framework for a bilingual school.

The book examines the socio-political context of Chicanos in U.S. schools, gives possible types of alternative efforts at schooling, and poses interesting questions on development of bilingual curriculum. It also gives guidelines on training, organizing, financing, and evaluations of Chicano schools. Reference section includes a bibliography and a current listing of Chicano schools and Chicano programs.

- ☆The Educationally Neglected. Tony L. Carvajal and J. Melvin Lane for the Regional Training Program to Serve the Bilingual/Bicultural Exceptional Child, February, 1972. Montal Educational Associates, 601 South Brand Boulevard, Suite 110, San Fernando, California 91340. 1972. 24pp. \$.02% per page reproductions cost: \$.01% per page for ten or more copies from the Dissemination and Assessment for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. English: Educators.

A strong distinction is drawn in this paper between social, cultural and educational deprivation and educational *neglect*. Problem children are distinguished from problem teachers, who are often responsible for continuous "evaluating" of Mexican American children, resulting in frequent misplacement in "special education" classes. The author stresses the use of more than one diagnostic tool and careful, intelligent use and interpretation of I.Q. scores. The problem of inadequate curricula, both in the special and regular classrooms, is pointed out, but no materials are cited.

Editor's note: Since 1972 a number of excellent products have appeared for use with the Mexican American and other Spanish-speaking children. The Dissemination and Assessment Center for Bilingual Education is the publisher of a number of these, and is happy to provide information and sources of known, relevant materials.

Education and the Mexican American, Carlos E. Cortés, Advisory Editor. Arno Press Inc., A New York Times Company, 330 Madison Avenue, New York, N.Y. 10017. ©1974. 487pp. \$30.00 (hardbound). English; College; Professional Resource.

The Mexican American Series, An Arno Press Collection.

A collection of five studies by different authors ranging in date of publication from 1930 to 1951, the investigations deal with the educational and legal implications of the presence of the Mexican American child in the American school classroom. The five studies are: "The Education of Spanish-Speaking Children in Five Southwestern States" (Annie Reynolds, 1933)—presents the situation, problems with segregation and mixed classrooms, cites early efforts at "bilingual programs", examines the results of early investigations into the condition of the migrant child, includes a bibliography. "Concerning Segregation of Spanish-Speaking Children in the Public Schools" (George I. Sánchez, 1951)—examines the soundness of segregation from an educational viewpoint and questions its legality, as tested in the cases *Méndez v. Westminster School District* (California, 1946) and *Delgado v. Bastrop I.S.D.* (Texas, 1948). "The Education of Mexican and Spanish Speaking Children in Texas" (Herschel T. Manuel, 1930)—discusses the historical, ethnological and social background of the Spanish speaking child, his personality, number and distribution, educational provisions, school enrollment and attendance, and the problems in teaching English to Spanish speaking children. Also, the studies "Spanish Speaking Children in Texas" by Wilson Little (1944), and "The Education of Bilinguals in a State School System" by George I. Sánchez (1934).

The large amount of data included in this book makes it of interest to researchers and those interested in previous investigations into the plight of the Spanish speaking child in the United States.

Effective Techniques for English Conversation Groups. Julia M. Dobson. Newbury House Publishers, Inc., 68 Middle Road, Rowley, Mass. 01969. ©1974. 137pp. \$3.50 (paperbound). English: ESL Teachers.

"Language teachers lead their students down the road of pattern practice, only to find themselves confronted by a great chasm at the end. On the other side lies real communication . . ." Dobson maintains that conversation practice is the best means for gaining full communicative skill in a language. Her book is a collection of tested classroom techniques for stimulating conversation: improvisations, dialogues, plays, speeches, field trips, games, etc. She also comments on directing conversation sessions, the art of conversation, and conversation elements. The appendix includes lists of techniques to use at different proficiency levels. Program planners or teachers interested in expanding their teaching methods would find this book particularly helpful.

Elementary School Life Science Unit. (Multi-media) National Teaching Aids, Inc., 120 Fulton Avenue, Garden City Park, New York 11041. ©1965. \$199.20, includes eleven complete lessons, slides, texts, Teacher's Guide, ten Micro-Slide-Viewers, one carrying case. English, Spanish, French, Italian: Elementary-HS.

This program provides children with visual experiences related to the study of elementary and advanced life science. These school units provide each student with his own Micro-Slide-Viewer, and his own set of slides and explanatory texts. This allows the child to examine his slides and study his text at his own rate, after the teacher has done a group presentation.

Emiliano Zapata. René G.D. Montemar; illustrated by Roberto Alfonso. Chicano Communications Training Project, P. O. Box

6086, Albuquerque, New Mexico 87107. ©1973. 36pp. \$1.00 (paperbound). Spanish and English: JHS-HS.

The story of Emiliano Zapata is presented in comic book form, with the text in Spanish and English. Zapata was a great hero of the Mexican Revolution and "... he gave his life fighting for land, bread and justice—for the people." All of the work and time involved in the publication of this book was freely donated by workers of the Chicano Communications Training Project, a part of the Raza Movement based in Albuquerque, New Mexico. The content lends itself to class discussion and bilingual learning of social issues.

En busca de palabras I y II. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. ©1974. Ten masters per set. \$3.00 set. Spanish: Elementary.

Spanish language arts teachers may find these two sets of spirit masters useful in the development of visual discrimination and figure-ground perceptual skills. Each master contains Spanish words in a particular category (food, colors, sports, etc.) hidden in a complex of letters. The words are given at the bottom for reference. The student studies the complex of letters and circles the hidden words. The masters increase in difficulty from Set I through Set II. No "actual" drawings of words to be located are provided, only a caricature to increase the attractability of the puzzle. Both sets are boxed with instructions.

Encuentros culturales. Cross-cultural mini-dramas. Barbara Snyder, National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. ©1975. 119pp. \$3.40 single copy; \$2.55 five or more (paperbound). Spanish and English: JHS-HS.

The mini-dramas in this book are interesting, readable encounters between American teenagers and Spanish speaking teenagers and their families. The encounters are mostly set in Spain, Puerto Rico, Mexico, and other Latin American countries, although in some cases the Spanish speaking teenager is an exchange student in the United States. Some situations that are used in the mini-dramas might be particularly relevant to a certain country; words that mean different things in different countries (*tortilla*, for instance, refers to an omelette in Spain) are also used in the dialogues. Social conventions and their vocabulary are explained, as well as business encounters (at the bank, the hotel, etc.); attitudes concerning occurrences such as the death of relative or the overthrow of a government are briefly discussed. The explanations in the "Follow-up" section are clear and concise, making important points without sounding condescending.

"The mini-dramas can be used as supplementary material, as a mini-course, or as a text in individualized instruction. Although they are arranged in this book by degree of language difficulty, they are self-contained units and may be used as the various concepts arise in the textbooks" that the teacher is using.

We are told that the teacher's guide correlates *Encuentros culturales* to the most popular basal textbooks. The dialogues are in Spanish; the questions, possible solutions, and explanations are in English.

ENGLISH AROUND THE WORLD, Second Edition. Ronald Wardhaugh, William F. Marquardt, Jean H. Miller, Eleanore Hosman. Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025. 1975. Pages and prices are noted after each individual title. English: Elementary. First edition annotated in *Cartel, No. 12 (Cumulative Issue-1973, pp. 36-37)*.

English Around the World, Level I Teacher's Guidebook: 187pp. \$3.51; Skillsbook: 64pp. \$1.35; Activities Book with

Supplemental Tests: 80pp. \$0.99 (paperbound); Posters: \$21.00 (8 sheets, printed on both sides); Display Cards: \$18.00 (224 four-color cards, boxed).

English Around the World, Level 2, Teacher's Guidebook: 220pp. \$3.51; Skillsbook: 96pp. \$1.44; Activities Book with Supplemental Tests 96pp. \$0.99 (paperbound); Word Cards \$18.00 (506 cards, boxed); Posters: \$21.00 (8 sheets, printed on both sides); Display Cards: \$18.00 (224 four-color cards, boxed).

Level 1 and 2, which make up a two-year program, have been revised. In addition, they have been adopted for use in Texas schools. Level 1 emphasizes listening and speaking; Level 2 introduces reading. The second edition of this program provides the basic materials for teaching beginning English as a second language.

The *Teacher's Guidebook* presents a series of lessons focusing on specific skills and vocabulary. At the beginning of each lesson, aims, new vocabulary, new sentence patterns, and required materials are given. Several activities are clearly outlined in each lesson. The basic structure of the program is centered around chain and substitution drills. Skills are sequenced so the lessons should be mastered in order. Everyday experiences from home, school, and the community are the subject of the lessons; songs, stories, and games are also used. A multicultural cast of characters appear throughout the activities, on the posters, and in the student's materials.

The *Skillsbook* is the student's basic text; it has pages to discuss and exercises to complete. The *Activities Book with Supplemental Tests* presents material for students to read, color, cut out, mark, and manipulate. It also contains frequent tests to check student progress. *Word Cards* are used to introduce reading at Level 2. *Display Cards* provide colorful images which can be quickly related to English words.

English Language and Concepts Program for Spanish Speaking Children. (Multi-media) Developed by the Southwest Regional Laboratory for Education Research and Development (SWRL) Los Alamitos, California. American Book Company, 8301 Ambassador Row, Dallas, Texas 75247. ©1974. Instructional Resource Kit \$199.00; Teacher Training System \$53.26; Training Film, color, 16mm \$85.12. English (English as a second language): Grades K-4.

The procedures and materials in this program enable the non-Spanish speaking teacher to provide effective instruction in ESL to the Spanish speaking child. This program of oral language lessons is also designed to help the child develop the conceptual skills necessary for success in school. The *Instructional Resource Kit* provides practice in vocabulary words, pronunciation, and grammatical structures through the use of lesson cards, flashcards, assessment cards, review cards, dialogue practice exercises, as well as other activities. The kit also includes a puppet, teaching strategy materials and assessment guides. The *Teacher Training System* presents materials and procedures in two filmstrips, three cassettes and an audio-tape script. Although developed primarily for children in kindergarten and grades one and two, this program is effective with older children as well.

ENTRENAMIENTO DE PERCEPCIÓN AUDITIVA. Rosemarie Willette, Brenda Jackson, and Irwin Peckins. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. ©1974. \$275.00 complete set. Prices for each area of training are noted after each individual title. Spanish: Elementary.

This program is designed to present four areas of auditory perception in a sequential manner. Each of the four basic areas contain three levels of activities progressing from simple to complex, that is recall of one item in the first lesson to recall of five items in the latter lessons. The four basic areas come

in separate sturdy boxes and contain various sets of spirit masters and cassette tapes.

Memoria auditiva. \$66.00, includes fifteen tapes, thirty spirit masters, and a teacher's pamphlet.

Presented in this area are visual recall of two to five items, color discrimination, spatial awareness and ordinal positioning.

Motora auditiva. \$79.00, includes eighteen tapes, and thirty-six masters, and a teacher's pamphlet.

This series provides for the development of auditory skills, beginning with a simple directional response and ending with a multi-directional response.

Figura-fondo auditiva. \$48.00, includes eleven tapes, twenty-two spirit masters, and a teacher's pamphlet.

This series emphasizes the response to auditory stimuli by responding to one particular stimulus. Presented in this area are color recognition, number concepts (1-10), spatial relationships, recognition and reproduction of geometric figures.

Imaginera auditiva. \$40.00, includes nine tapes, eighteen spirit masters, and a teacher's pamphlet.

This series emphasizes the recognition, through auditory description, of general similarities and differences of an object. Presented in this area is work to develop skills in the ability to visualize an image from an auditory description.

Equality of Opportunity for La'tin-Americans in Texas. Everett Ross Clinchy, Jr. Arno Press, A New York Times Company, 330 Madison Avenue, New York, N.Y. 10017. © 1954, 1974. 221pp. \$14.00 (hardbound). English; College; Researchers; Historians.

The Mexican American Series, An Arno Press Collection.

This doctoral dissertation (Columbia University, 1954) is subtitled "A Study of the economic, social, and educational

discrimination against Latin-Americans in Texas, and of the efforts of the state government on their behalf." The study contrasts Texas governmental efforts with those made by other states to protect the rights and opportunities of minority groups within their borders. A chapter on education is included which examines the educational pattern of the Mexican American child in Texas through the 1950s. The pattern places at least one-half of the total number of Mexican American children in the first grade, with large numbers dropping out until only three to four percent were found at the high school level. Also cited are attempts by school boards and colleges to better prepare teachers of minority children.

Escalando los números. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. ©1974. 140 laminated lessons cards, instructions, 25 award certificates for each unit. \$16.00 (boxed). Spanish: Elementary.

A sequential mathematical kit consisting of seven color-coded units, it may be used for practice and for remediation with slow learners. Each unit has twenty numbered, washable cards which present common arithmetical problems in addition, subtraction, multiplication, or division. The student progresses at his own rate, using a grease pencil or water soluble marker to fill in his answers. Specific areas of arithmetic operations are treated as follows: *Escribiendo los números que faltan y sumas, Restas y sumas, Sumas incluyendo el concepto de llevar, Restas incluyendo el concepto de prestando (re-agrupando), Multiplicación, División fácil sin resta*. The entire kit consisting of 140 lesson cards, instructions and award certificates, comes packaged compactly in a sturdy file.

Eskimo Boyhood: An Autobiography in Psychosocial Perspective. Charles C. Hughes; illustrated by Dick Gringhuis. The University Press of Kentucky, Lexington, Kentucky 40506.

©1974. 429pp. \$12.75 (clothbound). English: HS-College; Adult.

Charles Hughes has departed from the traditional anthropological presentation of kinship structures and rituals in his study *Eskimo Boyhood*. Through the remembrances of one informant, Hughes presents a personal view of one man's life from which more general inferences may be drawn. Nathan Kakianak, a Saint Lawrence Island Eskimo, grew up in the 1930s and 1940s at a time when "his inherited cultural world began to be critically undercut by influences from the outside industrialized world." Hughes has chosen to focus on three of Nathan's roles: schoolboy, apprentice hunter, and son in a patrilineal society. The memoirs themselves are the substance of the book—over 350 pages of childhood and adolescent experiences told in Nathan's simple, readable style. For adults *Eskimo Boyhood* is a nontechnical, anthropological view of a rarely studied Eskimo group. For students, particularly on a secondary level, individual chapters would make interesting and enlightening reading; growing up has certain strands of similarity regardless of culture or time.

Eso es I. Joaquín Masoliver, Ulla Hakanson and Hans L. Beeck. EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota 55101. ©1974. Program of eight tapes or cassettes, textbook, exercise book, and teacher's guide. \$74.00 complete program. \$3.25 additional textbook; \$2.50 additional exercise book.

A Spanish language program for the beginning Spanish student in high school or college, it can be used both as basic or enrichment material. After each of 43 short dialogues, there is a listening comprehension check-up. The teacher's guide provides a variety of suggestions for additional classroom activities. The textbook provides grammar explanations, practice sentences and a vocabulary. The exercise book contains a variety of practice drills and material review.

This material tests all language skills: listening, speaking,

reading and writing. There is a gradual increase in the difficulty of the vocabulary and grammar. Emphasis is on word frequency based on colloquial Spanish. Some of the topics covered are: telephoning, transportation, housing, movies, shipping, sports, pottery, food, etc.

Español: Lo esencial para el bilingüe. Guadalupe C. Quintanilla and James B. Silman. The University of Houston, 4800 Calhoun, Houston, Texas 77004. ©1974. 283pp. \$8.75 (paperbound). Spanish: HS-Adult.

Developed and prepared for use in the Mexican American Studies Program at the University of Houston, this Spanish grammar textbook addresses itself to specific problem areas of the Mexican American bilingual. Because they feel that most Spanish grammar texts perhaps would not meet the needs of the Mexican American, since he already understands and speaks Spanish, the authors have attempted to focus on specific problem areas within a conventional presentation of Spanish grammar. The text is entirely in Spanish, with the English equivalent given only in the verb and vocabulary sections at the back of the book. Exercises are included for each lesson.

El espíritu siempre eterno del México-americano. Guadalupe C. Quintanilla and James B. Silman. University of Houston, 4800 Calhoun, Houston, Texas 77004. ©1974. 145pp. \$5.75 (paperbound). Spanish: JHS.

The intent of this book is to demonstrate how the "spirit" or culture of the Mexican American has been maintained through his customs and daily life from the past through the present. Various aspects of Mexican American culture are presented in the twenty selections which are in short story and dialogue form. Some of the topics included are *el bautismo*, *la quinceañera*, *los cuentos*, *machismo*, *el papel doble de la mu-*

jer moderna, and cómo se debe participar en la política. A set of questions and a suggestion for a written exercise follow each selection. Also included is a vocabulary section with English translations. This book may be used for Spanish as a second language (SSL) and social studies classes.

Estuche del calendario. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. ©1974. \$4.75 (box of cards). Spanish: Elementary.

These sets of cards are for identifying the date and are packaged in a stand-up display box (9 1/4 x 6 1/8 x 11/4). Four sets of color-cued cards provide days, months, dates, and years. The students make the day-to-day adjustments in order to realize that the passing of time is a systematic, perpetual progression. Parents may find these cards useful in assisting children with general concepts of time. The cards are printed on heavy card stock. Instructions are included.

Estudios de la cultura afro-asiática. Erwin Rosenfeld and Harriet Geller; Spanish translation by Nathan Quiñones and Ángel Cesares. Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797. ©1974. Africa—128 pages, \$1.96; China—38 pages, \$1.43; Japón—48 pages, \$1.12. (All volumes are paperbound.) Spanish: JHS-HS. Based on *Afro-Asian Culture Series*.

Maps, graphs and pictures make these social studies books interesting and informative texts for the upper levels. The use of bold headings to set off major topics facilitates the location of information. Also summary outlines, exercises, a vocabulary section and an index are included to help the student develop skills in interpreting graphs, charts, maps and reading materials. The authors have attempted to treat the issues as the members of each culture would. The three Spanish titles in the series are:

Africa-Sud del Sahara (Unidad IV), China-El reino medio (Unidad V), Japón-Tierra del origen del sol (Unidad VIII).

Ethnic Studies: The Peoples of America. (Sound filmstrips) Educational Design, Inc., 47 West 13th Street, New York, N.Y., 10011. ©1972. \$185.00, includes four color filmstrips, eighteen cassette tape recordings, package of thirty-six spirit masters of exercise sheets, final examination (thirty copies), a classroom guide; ten extra exams \$2.50. English: Upper Elementary-HS.

These materials can serve as a curriculum or as an extensive resource on the larger minority and ethnic groups in the United States. Four overview filmstrips have accompanying cassettes: *What is an Ethnic Group?*, *The Great Immigration*, *Ethnic Holidays*, *Ethnic Foods*. Four cassette "cameos" provide brief dramatic episodes in the histories and particularities of nineteen specific American groups: German, Irish, Italian, Polish, Black, Jewish, Scandinavian, Mexican, Puerto Rican, French, Russian, Ukrainian, Czech, Slovak, Chinese, Japanese and American Indians. The *Classroom Guide* provides a synopsis of each part of the program and suggestions for administering and presenting the course. It also includes sections on conducting discussions, additional activities, American English words borrowed from other languages; answer key and a selective, annotated bibliography are presented.

- ☆ **Evaluation Instruments for Bilingual Education: An Annotated Bibliography.** Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. ©1975. 132pp. \$1.50 (paperbound). English: Educators. Updated and expanded edition of *Evaluation Instruments for Bilingual Education* (DACBE, 1973).

This new edition is designed to provide the user with easily accessible information on tests available in general areas and

to aid in the search for specific instruments. As the main arrangement is by topic, the index provides considerable cross-referencing by title, author and publisher. Information for the revision was obtained primarily from persons working in bilingual bicultural education programs throughout the country. The over 250 entries include material from commercial and non-commercial (non-profit) sources as well as from programs funded under Title VII ESEA (Bilingual Education). Instruments in seven languages other than English are listed.

The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest. U.S. Commission on Civil Rights. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1972. 86pp. \$0.75 (paperbound). English: Educators. Report III: Mexican American Education Study.

This report looks at three educational practices affecting Mexican Americans in the Southwest: exclusion of the Spanish language, exclusion of the Mexican heritage, and exclusion of the Mexican American community from full participation in school affairs. The results of the study are sobering; and, although the report is several years old, the document is still a valuable source in studying Mexican Americans in the public schools. "The suppression of the Spanish language is the most overt area of cultural exclusion." Various repressive measures, ranging from verbal reprimands to physical punishment, have been employed to discourage students from speaking Spanish in school. Some efforts have been made to help the Spanish speaker learn English, and the report considers bilingual bicultural education "the program which best utilizes both the bilingual and bicultural aspects of the children involved." Despite the substantial contributions of the Indo-Hispanic culture to the development of the Southwest, Mexican American heritage has been omitted from texts and classroom materials. Finally, schools have seldom involved the Mexican American community in educational policies and programs. In

addition to describing research results, the report includes copies of questionnaires used with superintendents and principals and some selected statistical data on Mexican American education.

Una familia colonial española del suroeste. (Film) Walter P. Webb, educational collaborator. Coronet Instructional Media, 65 E. South Water Street, Chicago, Illinois 60601. ©1959. 13 1/2 minutes; 16mm. sound, color/b&w. \$162.50 (color), \$81.25 (b&w). Preview available. Spanish: Intermediate-JHS.

Based on *Spanish Colonial Family of the Southwest*.

A Spanish family which is the owner of an *hacienda* in the Southwestern United States during the early nineteenth century is described. A young man who has been favored by the Spanish king with a gift of land is interested in knowing how to proceed to build and secure labor for a similar *hacienda*. The son of the family shows him about and explains their ways to the newcomer. Statements about the life-style are non-judgmental; discussion among students about inclusion and exclusion of historical facts and differences from today will undoubtedly follow any showing.

Una familia de petirrojos. (Film). Virgil E. Herrick, educational collaborator. Coronet Instructional Media, 65 E. South Water Street, Chicago, Illinois 60601. 1957. 11 minutes; 16mm. sound, \$130.00 (color). \$65.00 (b&w). Preview available. Spanish: K-Primary.

Based on *Mr. and Mrs. Robin's Family*.

The backyard of a house in the Northeast of the United States is the home of the robins who arrive in the Spring to

make their nest. How they choose a tree and build their nest, where they raise two groups of fledglings, is the main story line. Close-up photography and simple narrative enhance this science story for young children. The Spanish is appropriate to the age if the children are fluent in the language; the interest level extends to intermediate grades as well as to younger children.

Familias de la América Latina. (Sound filmstrips) Singer/SVE-Society for Visual Education, Inc., International Division, 1345 Diversey Parkway, Chicago, Illinois 60614. © 1975. \$88.00, includes eight filmstrips (average 61 frames, 7 1/2 minutes), four cassettes, eight guides; \$72.00 with record option. Spanish: Elementary-JHS.

Filminas sonoras en español. Based on *Families of Latin America*.

This color series presents a survey of contemporary life in various Latin American countries. The series is divided into two sets of four titles each. *Familias mexicanas y centroamericanas:* *Una familia de Honduras en una plantación de bananas, Una familia aldeana de Guatemala, Una familia mexicana de ciudad, Una familia de tejedores de sisal de Yucatán, Familias sudamericanas:* *Una familia de ascendencia española, Una familia en un cafetal de Colombia, Una familia en un campo petrolero de Venezuela, Una familia de Ecuador en transición.*

Farm and Ranch Spanish. George W. Kelly and Rex R. Kelly. Order from: Kelly Brothers, Vanderpool, Texas 78885. © 1960; reprinted 1961, 1965, 1969, 1971, 1972, 1974. 241pp. \$3.50 (paperbound). Spanish and English: Adult.

The title of this book should read *Farm and Ranch Spanish for the Anglo "Patrón" to Use With Mexican Laborers*. The tone of the book is oppressively biased, the content is at times

ludicrously incorrect, and the attitude of the authors is only too clear. Examples follow.

From the Introduction: "Educated, cultured Mexicans from the cities of the interior do not themselves know many of the expressions in common usage in the rural districts." Is one to infer from this that all Mexicans who live along the border are uneducated and uncultured? Furthermore, since educated, cultured Anglos from the cities of the (U.S.) interior are also unlikely to know the expressions in common usage by English-speaking farmers and ranchers (not even necessarily only along the border), should one consider the latter also to be uneducated and uncultured?

From Chapter I—We Become Acquainted/ *Nos conocemos*. Dialogue: . . . *¿Cómo se llama Ud?* /What is your name? *Me llamo Juan.* /My name is John. *¿Es Ud. un mojado?* /Are you a "wet-back"? *Si, soy mojado.* /Yes, I am a "wet-back". . . *Yo sé todo trabajo del rancho (sic).* /I know all ranch work. The first part of this dialogue doesn't merit comment. As to the last—it is highly unlikely that a Spanish speaker, no matter how "uneducated", is going to produce a construction like this. What the Spanish speaker probably said (but the English-speaker didn't hear) was *Yo sé todo el trabajo del rancho*.

From Chapter I—Verbs: "Remember that you can accomplish most of your work by using the present tense. The average Mexican laborer knows only the present and past verb forms." Only someone with zero knowledge of the acquisition of language could have the supreme arrogance to make such a generalization.

From Chapter III: . . . *En el (sic) febrero nacen los corderos.* /In February the lambs are born. . . *Estos chivos son todos machos (castrados, capados).* /These goats are all muttons. A contradiction in terms—*macho* means virile, robust, the essence of maleness.

Chapter IX—House Cleaning/ *Limpiar la casa*: "*Hoy Ud. y su esposa pueden ayudar* (preposición *a* is missing) *la señora Wilson en la casa.* /Today you and your wife may help Mrs. Wilson in the house. . . *Borren (?) Uds. todo el mueble con estos trapos con la cera de esta lata.* /Wipe off all the furniture

with these rags using the wax in this can. . . . *Cada tarde su esposa puede venir a la casa para lavar los trastos (sic.)* Each afternoon your wife may come to the house and wash the dishes. . . . *Entonces lave Ud. todo los trastos (sic) en agua caliente con jabón.* /Then wash all the dishes in hot water with soap." No comment.

From Chapter XI—Yard Work/ *Trabajo del jardín*: "*Muchos mexicanos no quieren trabajar en el jardín pero aquí es necesario.* /Many Mexicans do not like to work in the yard but here it is necessary." No comment.

From a section prefaced by "A list of idioms or slang expressions coined from Spanish words or words originating among the Mexican people. This list is not found in the regular Spanish text books": (The following examples were chosen for their patent absurdity.) "*Caer peseta*—To pester a person. *Peseta* means a Spanish coin." Actually this is from the word *pesado* (heavy). "*Dar un manito (sic)*—To ask for help or lend me a hand. It is derived from the English expression." *Dar una manita*, has the same meaning but is *not* derived from the English! "*Ira! (sic) México*—To go to the City of Mexico. Translated to English it would mean to go to Mexico but the Mexicans in Mexico say '*voy a México*' for 'I am going to Mexico City.'" No comment. "*Quiubole*—A form of greeting used a great deal on the border." It is used in the interior, by educated cultured people also. "*Patrón*—Used when a person is addressing a superior. *Patrón* in Spanish means a landlord (sic) but the Mexicans use it for any superior." No comment. "*Aplatarse*—Used for the expression to be seated in place of the Spanish *sentarse*. '*Aplatose por favor*' meaning please sit down. This is a slang use of *aplatar*, meaning to flatter." This is almost too absurd—the slang expression, used in Mexico as well as in the U.S., is *aplastar*—*aplastate*; and it is used in exasperation or in a joking way, never for please sit down! "*Ándale*—Possibly used by the Mexicans more than other expression. They use it for such expressions as go ahead, hurry up, you are right, and continue. These expressions are taken from the verb *andar*, but the *ándale* is not used correctly." There is one glaring omission—"Vámonos—Used by the Anglos more than any

other expression. They use it for such expressions as go ahead, hurry up, get out, and you're fired."

A teacher in a bilingual program that includes vocational education or agriculture courses might think that this book could be useful. It is unfortunate that it instead assaults the dignity of the Mexican and his culture, and indeed it would be dangerous, if not lethal, to the development of a positive self-image in the Mexican American student. Perhaps the authors will take a close look at their book and realize that a needed tool has been rendered useless and dangerous by the condescension to an "inferior language" and, by extension, language group, built into their book.

Felipe Adventure Stories. Fiorance W. Taylor; illustrated by George Overlie. Lerner Publications Company, 241 First North, Minneapolis, Minnesota 55401. ©1971. 30pp. \$3.95 each (hardbound). English: Elementary.

Although the seven readers together relate one story, each reader contains a complete story within itself. Felipe Fuentes and his family are migrant farm workers whose home is in the Texas Rio Grande Valley. The stories present the migrant experience through the eyes of the youngster Felipe. The content of the readers also has relevance to real life situations that other students can identify with. Titles in the series are: *From Texas to Illinois*, *What Is a Migrant?*, *Ball Two!*, *The School Picnic*, *Where's Luis?*, *The Corn Festival*, *A Plane Ride*.

Fiesta Time in Mexico. Rebecca B. Marcus and Judith Marcus; illustrated by Bert Dodson. Garrard Publishing Co., 1607 North Market Street, Champaign, Illinois 61820. ©1974. 96pp. \$3.08 (hardbound). English: Primary-Intermediate.
Part of *Around the World Holidays Series*.

Around the World Holiday Books focus on people celebrating religious, patriotic and seasonal festivals. This collection of

stories describing Mexican holidays may be useful in promoting cultural awareness of Mexican festivals. Eleven holidays are given special emphasis through the use of story detail and illustrations. A pronunciation guide is included for the reader.

Focus on Self-Development. (Multi-media) JoAnn C. Anderson, Carole J. Lang, Virginia R. Scott. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. ©1970. Program of three Stages: K-2, Stage One: Awareness—five filmstrips, four story records or cassettes, twenty photoboards (2 sides), an easel for the photoboards, Pupil Activity Book: Here I Am, Teacher's Guide (a total of 20 units), Grades 2-4. Stage Two: Responding—six filmstrips, four story record or cassettes, twenty photoboards (2 sides), easel, Pupil Activity Book: The Me I Know, Teacher's Guide (a total of 19 units), Grades 4-6, Stage Three: Involvement—six filmstrips, four story records or cassettes, twenty photoboards (2 sides), easel, Pupil Activity Book: Being Me, Teacher's Guide (a total of 18 units). \$114.00 with cassettes; \$102.00 with record option. Spanish and English: K-6.

A multimedia program directed to helping children understand themselves, it encourages student participation through reinforcement activities and group discussion on topics such as socialization, sharing, and problem-solving. The teacher's guide contains objectives, an overview of the story topics, games, questions for discussion, and resources for supplementary material. The quality of the tapes is not consistent: in some of the tapes, the narrator's voice is expressive and clear in tone; in other instances, the narrator's voice is monotonous and unclear. This program explores the personal, emotional, social, and intellectual aspects of life, and encourages children to analyze their involvement with self, others and the environment. It is designed to extend students' competencies in personal areas, in the school setting.

Folklore of Black Africa. (Posters) Written and illustrated by Grethe Hult-Schonken. Educational Consortium of America, Box 1057, Menlo Park, California 94025. ©1975. Twelve 11" by 14" study prints. \$10.00 set. English: K-12. Similar study prints: *Crafts and Customs of Oaxaca*, *Myths and Gods of Ancient Mexico*.

"Spontaneous creations of anonymous African tribal artists" have inspired Ms. Hult-Schonken to design these full-color illustrations of native African tribal life. The paintings and accompanying text represent various areas of the African culture: sacred animals, mythology, tribal folklore, native art, and tribal customs. *Folklore of Black Africa*, along with the other available study prints, adds to the multicultural aspect of bilingual programs. These posters may be used to decorate a classroom and are useful in studying world cultures.

Foreign Language Education Research: A Book of Readings. Jerold R. Green, editor. Rand McNally and Company, Box 7600, Chicago, Illinois 60680. ©1973. 186pp. List price, \$5.95; Net school price, \$4.76 (paperbound). English: Educators; Librarians. *Language and the Teacher: A Series in Applied Linguistics* No. 11.

A collection of published reports, these studies were undertaken by language teachers in degree-granting programs in response to a classroom or local school district problem. The purpose of this publication is to address the specific needs of the language teacher such as programmed instruction, technology, individualized instruction and testing. It provides up-to-date information useful to foreign language professors or graduate students. A glossary of statistical terms is also provided.

Fourth Annual International Bilingual Bicultural Conference: Recordings. Minute-Tape Co., 3640 S. Sepulveda Boulevard, 123, Los Angeles, California 90034. ©1975. 184 cassette tape recordings. \$6.00 each, plus \$1.50 for postage and handling. English and Spanish: Educators.

☆ The Program for the conference is available at no charge from the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721.

The majority of presentations made at the Fourth Annual International Bilingual Bicultural Conference held in Chicago, Illinois on May 22-24, 1975 are recorded in cassette form. The Program provides descriptions of the presentations, addresses of the speakers and facilitators, and addresses of materials developing schools and commercial and non-profit exhibitors of bilingual materials.

Les Français comme ils sont, 2. (Multi-media) André Fertey and Wolfgang Kraft; photography by André Fertey. EMC Corporation, 180 East Sixth Street, Saint Paul, Minnesota 55101. ©1973. \$88.00 complete kit which includes Teacher's Guide (129 pages, \$2.50 additional), six Student Activity Booklets (42-52 pages each, \$.75 each additional), filmstrips (\$7.50 replacements), and tapes or cassettes (\$7.50 replacements). English and French: HS.

This basic multimedia program for beginning French students comes in two series—1 and 2. It focuses on groups of people of all ages in various situations within their respective settings. It includes a variety of topics giving the student a taste of French life in the 1970s, both in France and in other French-speaking countries.

The materials can be used for individualized as well as group instruction. Total vocabulary introduced, in both series (1 and 2), is about 1,400 words, equivalent to about a year of an average high school French class. The filmstrips contain the dialogue, readings, and cultural sections. Track 1 of the record-

ings contains the filmstrip sound tracks; track 2 contains the exercises from the Student Activity Booklets. The Student Activity Booklets contain worksheets with sections on dialogue, supplements, pronunciation exercises, written exercises, readings, reviews games, grammar, and vocabulary. The teacher's guide contains a description of content, suggested approaches, and additional background information.

French for Beginners. (Multi-media) Ruth R. Cornfield. Teaching Audials and Visuals, Inc., 250 West 57th Street, New York, N.Y. 10019. ©1975. Program of six units with record, filmstrip, scripts, Teacher's Manual. \$200.00 complete program; \$39.00 per unit. French; Elementary-HS.

Every unit is comprised of several components and the material contained is easily divided into segments to provide either short or long periods of French language instruction. These units are multimedia, audio-visual-lingual material to teach students at any age.

Unit 1, *La salle de classe*, helps the student develop dialogue and language patterns as he begins to identify the things he sees in a modern French schoolroom. *A l'école*. Unit 2, teaches adjectives describing the students, and expressions of greeting and leave-taking. Unit 3, *Ma famille*, presents the members of a family and their relation to one another. Among other items taught is counting up to 100. *Ma maison*. Unit 4, teaches the days of the week, and the names for the various furnishings of a typical French house. In Unit 5, *Ma petite ville*, the student learns the names of the shops and their contents, the public buildings and their personnel. The months of the year are also taught. *Aux Tuileries*. Unit 6, presents the games and activities in which children engage. Taught in this unit are frequently-used expressions.

French for Beginners. (Multi-media) Roger Pillet. Coronet Instructional Media, 65 E. South Water Street, Chicago, Illinois

60601. ©1961. Two color filmstrips (average 37 frames), three cassettes, filmstrip guide, \$24.00 set; \$17.00 with record option. French: Primary French-speakers; Elementary-HS beginning French students.

The materials in this series were originally part of the *En classe Series* (A Coronet production).

The two units presented in this set can be used on special occasions to reinforce vocabulary development in French: *Birthday Unit* and *Christmas Unit*. Short phrases, repeated, provide practice of names, colors, foods and clothing in the birthday sequence. Puppets enact the various scenes in both units. The Christmas story is interspersed with Christmas carols. The second record is an audio resource for teachers; one side lists boys' and girls' names; a counting rhyme, rhymes to help remember days of the week and months of the year; and some action phrases. The second side features short, well-known songs in French.

Friday Night Is Papa Night. Ruth A. Sonneborn; illustrated by Emily A. McCully. The Viking Press, 625 Madison, New York, N.Y. 10022. ©1970. 30pp. \$3.95 (hardbound). English: Primary-Intermediate.

Also by Ruth A. Sonneborn: *Seven in a Bed*.

Friday Night is Papa Night is a story about a low income Spanish speaking family in the United States. It centers around the children's expectations of a grand Friday night with their father, who must work all week away from home, holding two jobs. The two main characters, as the story unfolds, are the father and the youngest child Pedro, whose need for his papa is the greatest. The entire book is illustrated with pencil drawings done in browntones highlighted with yellow. Both the story and the illustrations bear upon the theme of the tightly structured family, with the mother as the immediate central figure and the father as the dominant but distant provider and head of the

household. The story is real and relevant for children from low income families.

From the Progressive Era to the Great Depression 1900-1929. William Loren Katz. Franklin Watts, Inc., 730 Fifth Avenue, New York, N.Y. 10019. ©1974. 87pp. \$3.95 (hardbound). English: Upper Elementary-HS.

Fourth of six volumes on *Minorities in American History*.

Similar title: *Early America 1492-1812*.

The history of minority groups in the United States during the early twentieth century is traced. It begins with the increase of racism in the United States and continues with the great influx of immigrants and the rise of the ghetto. Minority groups begin to organize, bigotry becomes a way of life, Wilson becomes President, Mexicans are shot along the border by Texas Rangers, the Ku Klux Klan is reborn, immigration is restricted—all these and other movements are mentioned and described in brief detail. Photographs and prints are used to illustrate the book. An index and a bibliography are included. It serves as an extensive resource on the treatment of minority or ethnic groups in the United States.

Fun with English. Philip Hauptman and Jack Upshur. Collier Macmillan International, Inc., 866 Third Avenue, New York, N.Y. 10022. ©1975. 56pp. \$1.75; 25 percent school discount (paperbound). English: Grades 3-12.

Collier Macmillan English Reading Program. Similar book: *New Lives in the New World*.

This book provides an opportunity for students of the English language to learn their new language through the use of problem solving, puzzles and games. The vocabulary used consists of familiar words to most native speakers and the structure of the puzzles are easily understood. The puzzles are

arranged in groups according to type and ordered from easiest to most difficult. The games and puzzles provided could also be used in any school reading program.

Fun with Math. Developed by Culturally Democratic Learning Environments, Follow Through Project, University of California. P.O. Box 112, Riverside, California 92502. 1974. 47pp. \$5.50 (paperbound). English and Spanish :K-3; Parents. Similar Programs : *Bilingual Math Program; Bilingual Science Program; Reading in English Program; Reading in Spanish Program.*

This booklet is designed to be used by parents in assisting children with general math concepts. In addition to specific suggestions for math games such as, "Say a number and then ask your child what number comes before it and what number comes next", this booklet also includes two short stories. One describes, in children's terms, the beginnings of bilingual education. The other tells the legend of Popocatepetl and Iztaccihuatl. Each activity and story is printed in English and Spanish on facing pages.

The Game of Euclid. Professor A. Henry Albaugh, Midwest Publications Co., Inc., P. O. Box 129, Troy, Michigan 48084. ©1971. \$7.95, includes 103 solution cards, 35 problem cards (boxed). (60-day free trial period for schools). English: Upper Elementary-HS.

Euclid is a geometry game consisting of a problem deck and a solution deck. Each player receives six solution cards; the remaining cards form a drawing pile. Then one problem card is turned up. Each player tries to get rid of his cards by laying down logical statements pertaining to the problem card. One possible answer is given on the back of each problem card.

Although instructions are given in English, reading in English is not required to play the game.

La gente. . . y las varias ocupaciones. (Multi-media) Thomas Snyder; Spanish translation by Rubén A. Soruco. EMC, 180 East Sixth Street, St. Paul, Minnesota 55101. ©1975. \$75.00, includes four filmstrips, four cassettes, Teacher's Guide with student activity masters. Spanish: Intermediate.

Based on: *Many People and Many Careers*.

A multimedia learning package designed for students in intermediate grades, it proposes to help the students understand the importance of every job performed, and to help them select a career according to their interests, values and strengths. Both vocational and professional careers are presented. Titles of the four units in this program are: *Pensando en el mañana*, *Toda clase de ocupaciones*, *Una visita al hospital*, *Trabajando con la familia Walton*. Activities and discussion questions are also provided.

- ☆ **Georgetown Bicentennial-Bilingual Sketchbook of Historical Sites.** Georgetown Students' Bicentennial Project (Texas): A project of Education Service Center, Region 13 Migrant Services. Order copies from the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. 46pp. \$2.00 (softbound). English and Spanish (bilingual): General Interest.

This book is the product of a special bicentennial project designed to increase the students' knowledge of their town's history. Short paragraphs on such topics as the founding of the town, points of local interest, buildings, schools. The book contains a large number of pen and ink illustrative sketches. The synopses have been translated by the students and appear in English and Spanish as guides-through the drawings. Students

in other schools may wish to use this compilation as a model for similar research projects.

The Germans Helped Build America. Kathlyn Gay. Julian Messner, 1 West 39th Street, New York, N.Y. 10018. ©1971. 96pp. \$4.29 (clothbound). English: JHS.

Similar titles: *The Chinese Helped Build America; The Japanese Helped Build America.*

This book presents a conventional expository of the reasons behind the immigration of over five million Germans to America from the 1600s to the 1900s. Like other minorities, the Germans have struggled to be recognized as citizens with equal rights. The chapters in this book are devoted to the history of the Germans' unhappiness in Germany, their struggles in America, and their influence in America through their notable achievements in science, sports, education, and the arts. This book, as well as its two counterparts, *The Chinese Helped Build America, The Japanese Helped Build America*—are useful for research in any social studies class.

The Ghost Dance Religion: A Spiritual Ceremony of the American Indians: An Authoritative Account of the Events at Wounded Knee in 1890. James Monney. The Rio Grande Press, Inc., La Casa Escuela, Glorieta, New Mexico 87535. ©1973. 1136pp. \$25.00 (hardbound). English: General Interest.

This reproduction was originally the 14th Annual Report of the Bureau of Ethnology (1896). It recounts the causes and consequences of the great Sioux uprising of 1890 and of the events at Wounded Knee. The author has investigated religious revivalism among people who have lost their lands and their traditional cultural ways. He includes an interesting comparison of prophets and prophecies of native Americans with similar phenomena in other civilizations and religions.

The ceremony of the Ghost Dance is described in detail—

the preparation, the rehearsal, the ceremony itself, its meaning, and its present condition. It is traced among many tribes in many different areas. The author also gives parallels of the ceremony in other systems. The book includes an extensive index, references, authorities, and illustrations.

Ghost Towns: A Picture Story of the Old West. (Posters) William Carter; with photographs by the author. Educational Consortium of America, P. O. Box 1057, Menlo Park, California 94025. ©1973. Twenty-four black and white and full-color photographs (16" by 22"). \$10.00 set. Spanish and English: All levels.

Similar study prints: *Coyotes: An Animal Story of the Southwest*; *A Portfolio of Outstanding Contemporary American Indians*.

Large color and half-tone photographs of ghost towns, mostly in the western part of the United States, have explanatory captions. The Spanish and English paragraphs of the text note historical facts of interest and describe particular items pictured in this representative collection. The posters can be separated at perforations for display, or shown, and read sequentially as they stand on the chipboard easel to which they are attached. The series features the gold rush, a subject of broad appeal to adults as well as to children.

Give or Take a Century, An Eskimo Chronicle. Written and illustrated by Joseph E. Senungetuk. The Indian Historian Press, 1451 Masonic Avenue, San Francisco, California 94117. ©1971. 206pp. \$6.00 (softbound). English: General Interest.

The author has written this book for his own people, the Eskimos, and for the "foreigners who now dwell among us." The main theme in the book is the Eskimo in transition. Ancient beliefs and traditions blend with the new to make up a different social and cultural situation.

Authentic life styles of an Eskimo family in Wales, in North-western Alaska, are described in detail and in story-like fashion. The life style and activities of the family are followed in its transition to what the Western world calls "necessary acculturation." The author relies on his own experiences and knowledge in an attempt to give more accurate information about the Eskimos in Alaska.

Gramática cantada. Leo L. Barrow and José Villarino. Illustrated by Héctor González; design by Michael Alan. J. B. Blanchard Press, 4695 Granada Avenue, Riverside, California 92504. ©1975. Six records and text (170 pages, paperbound). \$12.00 set. English and Spanish, (SSL). HS-College; Adult.

Designed as a self-teaching Spanish as a second language course for beginning students, the text and records contain ten lessons and twelve songs. The songs are used to introduce and illustrate Spanish grammar and vocabulary. Every lesson presents the words of a song (an English translation is also provided), with every line of the song followed by a coded number illustrating a particular grammatical rule. The rule is described and discussed in the lesson. Each lesson introduces one or more Spanish phonemes and their pronunciation. Also, pattern drills and a self-test on vocabulary are included for each lesson. Generally the lessons follow a logical sequence for second language learning, that is, listening, speaking, reading, writing. The recordings are clear and enjoyable and provide an interesting base for the lessons. Some teacher guidance is necessary to make these materials most effective.

Grandfather Stories of the Navahos. Sydney M. Callaway, Gary Witherspoon, and others; illustrated by Hoke Denetsoie and Clifford Beck, Jr. Navaho Curriculum Center, 2218 East Magnolia, Phoenix, Arizona 85034. ©1974. 77pp. \$3.50 (hardbound). English: Upper Elementary.

This volume is one of a series being developed by the Navaho Curriculum Center of the Rough Rock Demonstration School, Rough Rock, Arizona. The book attempts to present material depicting Navaho life and culture. Although written primarily for Navaho children, these stories give readers of all ages a better understanding of the Navaho culture. The stories consist of eleven narratives and fall into three categories: mythological narratives, historical accounts and descriptions of things meaningful in Navaho life. The importance of all three to the Navaho community is emphasized to the Navaho student: "Our history did not begin at Fort Sumner. We, the Navahos, existed long before that. As time has passed, our way of living has changed. Today it seems that we are walking out of our way of life. Our concern for modern things has caused us to forget many of our Navaho ways. From now into the future we should remember our prayers, stories, arts and ceremonies. If we do this, our culture will continue and we as a people will live on and on."

Guided Reading for Bilingual Instruction. (Multi-media) Stanford E. Taylor, program designer. Instructional/Communications Technology, Inc., Huntington, New York 11743. © 1974. Six study guides, \$2.00 each; ten filmstrips, \$45.00 set; ten cassettes, \$40.00 set; six comprehension check spirit masters, \$4.00 per set. Hardware: "Guided Reader" (variable speed reading training projector) \$159.95; "Playmate" (variable speed cassette player with headphones) \$99.00 (optional). Spanish: Intermediate. Correlated with I/CT's *Guided Reading A Level Sets* in English.

The parallel Spanish and English programs are designed to build fluency in reading Spanish, to provide bi-modal experiences in Spanish, to assist English-dominant students in listening and reading in Spanish, and to help conceptually prepare Spanish-dominant children for stories in English. Although the Spanish readers are translated from the English and concepts are presented in parallel sentences, the Spanish version reads

naturally and uses a variety of regional vocabulary choices. There are six readers, each with ten lessons on a topic: Home, Family and Friends/*Casa, familia y amigos*; Animals and Pets/*Animales y mascotas*; Health and Safety/*Salud y seguridad*; Fairy Tales and Fantasy/*Cuentos de hadas y fantasía*; Adventure and Mystery/*Aventura y misterio*; and Science and Ecology/*Ciencia y ecología*. Each guided lesson involves four steps: 1) studying the title page to become aware of the setting, review new vocabulary, and learn unusual names used; 2) reading part A of the story, at times being timed by the teacher; 3) reading part B of the story from the projected film-strip and recording the reading rate; and 4) completing the comprehension check—in the book or on ditto sheet—, checking with the answer key, and recording results on the Student Record Form, then reading and preparing an answer for the "think about" question at the end of the lesson. If required, the student may re-read the story while listening to the paced cassette tape; this is especially helpful when the reading is in the non-dominant language of the student. The English vocabulary is based on EDL/McGraw-Hill's 1969 *A Revised Core Vocabulary*, based on nine major basal reading series. Girls and boys of a variety of ethnic groups are represented in the stories and the illustrations. The program has been adopted as supplemental reading in California and Florida, and is under consideration in other states.

☆Guide to Teacher Education Programs for Bilingual Bicultural Education in U.S. Colleges and Universities. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. 44pp. (paperbound). No charge. English: Educators; College students.

A listing by state of institutions of higher education providing courses, programs, degrees or certification plans for teachers in bilingual bicultural education. Information gathered from the various state departments of education and many individual institutions relates to the academic year 1974-1975, and may

be used as a guide for probable offerings during 1975-1976. The institution's address and a contact name are given, in addition to a capsule description of course offerings at the institution.

☆Guide to Title VII ESEA Bilingual Bicultural Programs, 1974-1975. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. 142pp. \$1.50 (paperbound). English: Educators.

This annual publication serves as a directory and statistical guide to programs funded under Title VII--The Bilingual Act--of the Elementary and Secondary Education Act of 1965, as amended in 1968. The 320 programs in 41 states and territories are listed by the name of the funded agency or district and are arranged by state and city. The languages and number of years of ESEA funding are listed in addition to the name of the project, its director's name and an address and telephone number to contact for further information. A state summary appears at the beginning of each state's listings, together with the name of the person and the department in that state's department of education who oversees the funded projects; the address and telephone number are also listed. Indexes to project titles, directors and state coordinators and to project languages are designed to facilitate research and directory use. A table provides a general overview of the national picture in ESEA-funded projects.

Habrá una vez. Dorothy Sword Bishop; illustrated by Margrit Fiddle. National Textbook Co., 8259 Niles Center Road., Skokie, Illinois 60076. ©1971. 92pp. \$2.45 (paperbound); \$10.00 (cassette). Spanish: Elementary.

A collection of three well-known stories retold in Spanish-*Los tres osos, El muchacho y el burro, and La gallinita roja*. The author works with a very elementary vocabulary which makes the stories a real treat for children in the primary grades. The stories have much repetition in order to facilitate comprehension and build confidence in beginning readers. There is a vocabulary list at the back of the book. The cassette follows the text exactly and is entertaining and clear.

- ☆ **Hacia una filosofía de la educación bicultural.** Miguel Encinias. New Mexico State Department of Education, Cross-Cultural Unit, Santa Fe, New Mexico 87501. ©1974. 28pp. \$.02 1/2 per page reproduction cost; \$.01 1/2 per page for ten or more copies from the Dissemination and Assessment Center for Bilingual Education, 6504 Traacor Lane, Austin, Texas 78721. Spanish: Educators.

The strengths and weaknesses of the Mexican American culture are viewed as the starting point for a philosophy of truly bicultural education. The present linguistic, bilingual focus is described as a treating of the symptoms rather than the cause of conflicts which are caused, rather, by social situations. The author proposes a realistic and sensitive approach by intelligent persons to heightening the prestige and culture of the Spanish-speaking American, who is no longer only Indian, Mexican or Spanish, but an American who comes from this unique background.

Hard to Learn That English as a Second Language Blues. Donald R. H. Byrd and Laurie Wellman. Collier Macmillan International, Inc., 866 Third Avenue, New York, N.Y. 10022. © 1975, \$6.95 (cassette tape). English: Grades 7-12; Adult.

This collection of original songs focuses on the different structures of the English language. The songs are intended as a

way of practicing structures in a pleasant and enjoyable manner. Lyrics consist of complete sentences and reflect actual spoken usage; melodies resemble popular music and are easy to learn. Each song is accompanied by notes for usage which indicate the structure emphasized, possible troublesome words, level of skill required, and suggested activities. Structures reviewed in the songs include conditionals, modal contractions, past progressive, adverbial clauses, noun clauses with *what*, simple past tense, and several others.

HERITAGE UNITS. Developed by Culturally Democratic Learning Environments, Follow Through Project, University of California, P. O. Box 112, Riverside, California 92502. 1974. Prices noted after each individual title. (paperbound). English and Spanish: K-3.

The nine heritage units included in this program are designed to supplement or to replace other social studies programs. In general, the units which also contain children's activities are based on stories about people and events. All units are fully bilingual, with Spanish and English printed on the same page, and all contain patterns for making felt-board figures. The following titles are included in this program.

El diéciseis de septiembre \$2.50.

This unit contains stories and dramatizations of independence movements of Mexico and the United States. Also included are three readers about José Morelos, Paul Revere, Miguel Hidalgo and Ben Franklin (\$0.30 each). A Miguel Hidalgo poster accompanies this unit which may also be sold separately. The poster is a simple line drawing and sells for \$2.50.

El día de la raza. \$2.50

This unit contains stories and dramatizations about Columbus, Cuauhtémoc and Cabeza de Vaca. The booklets sold sepa-

rately are about Cristobal Colón, Cuauhtémoc and the first Spaniards of the Southwest (\$0.30 each). A poster accompanies this unit. It sells for \$1.75.

El cinco de mayo. \$1.85.

This unit includes stories and dramatizations concerning the Battle of Puebla and the Battle of New Orleans. (No booklets are sold separately).

Las posadas. \$1.90.

This unit includes stories of the Virgin of Guadalupe, Christmas, Hannukuh and *El día de los Tres Reyes Magos* along with songs and art activities. Two illustrated readers are sold separately: *La Virgen de Guadalupe* and *El niño perdido* (\$0.30 each). A poster depicting the Virgin of Guadalupe sells for \$1.75.

Halloween. \$1.25.

This unit includes three ghost stories and a retelling of the Rip Van Winkle and Ichabod Crane stories. (No readers are sold separately for this unit).

Lincoln and Juárez. \$1.50.

This unit contains stories of both men along with illustrations and dramatizations of the stories. (No booklets are sold separately for this unit). A Benito Juárez poster sells for \$2.50.

Thanksgiving.

This unit is still in preparation. It will include the story of the Pilgrim's first year in America. Some language development activities and social science concepts are included.

Famous Women.

This unit is still in preparation. It will include stories about successful women from the national life of Mexico and the United States.

The Community.

This unit is still in preparation. It will include stories which illustrate the various movements of people into a typical community of the Southwest. Contributions of native Americans and larger ethnic groups will be stressed.

HEW and Civil Rights/HEW y derechos civiles. (Poster) U.S. Department of Health, Education, and Welfare. Public Information Office—Office for Civil Rights, Washington, D.C. 20201. 1973. Free (poster and pamphlets). English and Spanish: General Interest.

The two-color poster announces the right of every child to an equal education regardless of culture or language. The pamphlets, one in English and one in Spanish, explain Title VI of the Civil Rights Act of 1964 which says that "no person shall be discriminated against because of his or her race, color, or national origin in any program or activity that receives federal financial assistance."

High-wire. Joan Macdonald and Judy Leeper. Macjulep, 2410 Thaddeus Drive, Mountain View, California 94043. ©1974. 31pp. \$1.90 (paperbound). Spanish and English: Pre-school-Primary.

The fourteen basic language concepts that children must understand in order to succeed during their early school years are presented in this workbook. Among the concepts included are: beginning/end, in order, least/most, matching, and equal. The lessons are designed to make learning fun, successful, self-paced, and failure-proof since any answer or drawing is correct if the reasoning is correct. The instructions to the teacher on the use of the workbook are in English and in Spanish.

Hispano American Contributors to American Life. John M. Franco and others; illustrated by Rudolph Magnani. Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153. ©1973. 192pp. \$3.45 (hardbound). English: Grades 2-8.

Twenty-one Hispano-Americans, primarily of Mexican, Cuban or Puerto Rican origin, in many fields of work are presented in this book. The contributions by Hispano Americans such as Julián Nava, Pancho González, Romana Acosta de Bañuelos, Desi Arnaz, and César Chávez among others, have added appreciably to the rich mosaic of American life. Each biography begins with a lifeline followed by three different approaches, set at different reading levels, to the individual's biography. The approaches and levels are: Meeting, 2.3 reading level; Knowing, 3.5 reading level; Understanding, 5.5 reading level. A section for evaluations and questions for discussion follow each biography. This book promotes cultural awareness and serves as supplemental reading in ethnic studies classrooms.

Historia cronológica de Puerto Rico/A Chronological History of Puerto Rico. Federico Ribes Tovar. English translation by Anthony Rawlings and Peter Bloch. Plus Ultra Educational Publishers, Inc., 137 West 14th Street, New York, N.Y. 10011. © 1973. 616pp. (Spanish); 613pp. (English). \$3.95 each edition (paperbound). Spanish or English editions: College; Adult.

The author has documented in this readable reference work some 480 years of Puerto Rican history—from 1493 to 1973. In chronological order, concise paragraphs detail heroic, cultural and economic progress as well as confusing, unjust, and violent episodes in Puerto Rican history. The English edition is a close translation, with additional statements in descriptions of recent events. The 1973 events described in the original Spanish do not, however, appear in the translation. The translators added a fourteen-page Selective Index—names, places, and similar descriptors—which increases the book's usefulness as a reference tool.

Historical Dictionary of the British Caribbean. William Lux. Scarecrow Press, Inc. 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08840. ©1975. 266pp. \$9.00 (cloth-bound). English: Educators; Librarians.
Latin American Historical Dictionary Series, No. 12.

This work serves as a "source for historical and contemporary facts and statistics concerning the British Caribbean which includes the following areas: Barbados, British Honduras, Guyana, Jamaica, the Leeward Islands, Trinidad-Tobago, and the Windward Islands." The author refers to the populations at various times as "colored and white" and no map is given for reference.

Historical Dictionary of Puerto Rico and the U.S. Virgin Islands. Kenneth R. Farr. The Scarecrow Press, Inc., 52 Liberty Street, P. O. Box 656 Metuchen, New Jersey 08840. ©1973. 148pp. \$6.00 (clothbound). English, some Spanish: Adults; General Interest.
Latin American Historical Dictionary Series, No. 9.

The series general editor, A. Curtis Wilgus, assigned the compilers of the series the task of selecting "arbitrarily material for inclusion which was logical and justifiable, as well as comprehensive, so that each resulting volume would constitute a helpful, balanced, but not exhaustive, guide and ready reference to pertinent topics." Dr. Farr tells us in his introduction that "this dictionary, then, is in no sense an encyclopedia, but is intended to be a guide and source book to provide factual data on persons, events, historically significant places, geographical and political subdivisions, and a sprinkling of pertinent definitions of terms."

The alphabetical entries give brief notes, with extensive cross-references to related topics, abbreviations, and pseudonyms. Spanish articles are dropped in the alphabetizing (*El Morro*, for instance, would be found under M). A complete list of governors is provided, although Dr. Farr warns the reader

that "the difficulty in obtaining an accurate list is formidable, since even primary sources are not in agreement."

Bibliographies are given for the general Caribbean area, Puerto Rico, and the U.S. Virgin Islands, to aid people who wish to pursue more exhaustive investigations. The book is interesting and readable. If one likes dictionaries at all, he will find himself reading more and more entries at random, and learning a good bit in the process.

Horas divertidísimas buscando palabras. Ned Webster and Pablo Pidal, editors. Cover design by Terry McKee. Pocket Books, A Division of Simon and Schuster, Inc., 630 Fifth Avenue, New York, N.Y. 10020. ©1975. 169pp. \$1.25 (paperbound). Spanish: HS; Adult.

Spanish language arts teachers may find this collection of fifty *crucigramas*, each with a particular theme, a useful and novel way of increasing the students' vocabulary. For home use, this book will provide hours of diversion. Instructions on how to find the words and answer keys are included.

The Horsecatcher. (Sound filmstrip) Adapted by Elise Bell. Miller-Brody Productions, Inc., 342 Madison Avenue, New York, N.Y. 10017. ©1973. \$24.00, includes two filmstrips, two cassettes; \$20.00, with record option. English: Intermediate.

Young Elk, a Cheyenne Indian youth, does not want to become a warrior. He wants to catch and tame the beautiful wild horses that roam the prairies. In one episode Young Elk nearly brings disaster to his people and is openly shamed by his village. During a Kiowa attack, he redeems himself by killing an enemy warrior, but is sick at heart. He pursues his search for horses and must face many dangers—more than a warrior. After catching a legendary wild horse, Young Elk must let the stallion go so he

can return to camp and warn his people of an upcoming attack. According to the distributor, the filmstrip makers thoroughly researched Cheyenne customs, dress, housing, etc. Ms. Sandoz's original work received the John Newbery Award for her contribution to American literature for children.

How the Elephant Got His Trunk. (Film) Learning Corporation of America, 4600 West Diversey Avenue, Chicago, Illinois 60639. ©1970. 8 minutes; 16mm color, sound. \$125.00; rental \$12.00. English and Spanish sound track: Primary grades. From Rudyard Kipling's *Just So Stories*.

Before elephants had trunks, a curious young elephant was going around bothering other animals with questions about their "odd" habits. One day they spanked him and chased him off, until he came to the river. There he asked the crocodile what he eats for dinner, and the crocodile promptly pulled the elephant's stubby nose. The harder the elephant pulled the longer the nose became—a new design that was so useful the other elephants went to get their noses stretched too! This film is for primary children, to be viewed for pleasure.

How to Perform the Dances of Old Mexico. Norma Schwendener and Averil Tibbles. A.S. Barnes and Co.; reprinted by and available from Blaine Ethridge-Books, 13977 Penrod Street, Detroit, Michigan 48223. ©1934; reprinted 1975. 125pp. \$11.00 (clothbound). English: JHS-HS; Adult. Originally published under the title *Legends and Dances of Old Mexico* (New York: A. S. Barnes & Co.; 1934).

A manual of the origins, legends, costumes, steps, patterns and music for the dance teacher or student, this resource book includes twelve of the more popular older dances. Notes, diagrams for the steps and patterns, musical notations and illustrations of costumes are included for dances for men,

women or both. The dances are *El Jarabe*, *Los Huapangos*, *Danza de los Tecomates*, *Las Sembradoras*, *Los Matlanchines* (Matanchines), *Los Moros*, *Los Viejetos* (Viejitos) *La Virgen y las Fieras*, *Los Apaches*, *Los Inditos* and *Danza de la Mujer Apache*. The original source of this material was a private collection of Manuel Mesa-A., Mexican Minister of Education in the 1930s and "Uncle" Al Williamson (The Apache Woman's Dance). Words of all songs accompanying the dances appear in English only; a preface describes means of providing accompaniment for these traditional dances.

How to Read on or above Grade Level. Grace A. Blossom. Sincere Press, Inc., School and Library Division, Box 17599, Tucson, Arizona 85731. 1975. 48pp. \$3.95; \$2.97 for schools, \$.20 postage (paperbound). English: Parents; Educators.

Grace Blossom offers a concrete program for students beyond the primary level who are having reading difficulties. She pinpoints the problem, "it is the difficultness of the English language and not necessarily ignorance on the part of our students, and it exists because there is a shift from the use of talking English (the English we use in everyday conversation) to literary English in basic textbooks. This shift takes place about the fourth grade level." If the student is learning English as a second language, his problems increase significantly at this level as reading begins to expand rapidly beyond the vocabulary he uses in his daily conversations. Impressive results of a two-year reading improvement project conducted by the Tolleson Arizona School District are documented in detail. The primary teaching technique was *glossing*. All teachers in the different subject areas planned their daily lessons as usual. In addition, each of them listed difficult vocabulary and idioms used in each particular lesson and defined the items in simple language as they related to the classroom activity. All students, regardless of reading level, received the lists. A brief discussion of the new terminology preceded the actual lesson. In this way students built

vocabulary and increased reading comprehension in realistic situations. New vocabulary was not studied in isolation but in a practical setting which required the student to utilize the information he had just acquired. Ms. Blossom has taught English for twenty-seven years, primarily in ESL settings with Navajo children. She has been a Fulbright Lecturer and has studied and taught extensively in the United States and abroad.

Human Relations in the Classroom: An Annotated Bibliography, Supplement IV. Raja Jayatillede. ERIC Clearinghouse on Urban Education: Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027. ©1975. 57pp. \$2.50 (softbound). English: Educators; Librarians.

ERIC/CUE Urban Disadvantaged Series; No. 41, July 1975.

This listing is the fourth supplement to the bibliography of the same title published in 1971 (ED 051 315) and available from the same source. The two hundred twenty-eight listings provide short annotations in addition to the subject headings which describe each document. The alphabetical author listing is followed by a subject index and notes on document availability. The documents included are those which appeared in the 1974 issue of *Research in Education (RIE)* and *Current Index to Journals in Education (CIJE)*, although some date back several years.

I Am from Puerto Rico. Peter Buckley. Simon and Schuster. Rockefeller Center, 630 Fifth Avenue, New York, N.Y. 10020. ©1971. 128pp. \$4.95 (clothbound). English: Intermediate-JHS; General Interest.

The main character of the story, Frederico Ramírez returns to Puerto Rico after having lived in New York for two years. He narrates details of his daily life upon returning to his homeland. Although lonely at first, he soon makes friends who introduce him to the wonder of the ocean. Freddy learns how to snorkle, sweep up lobsters with an octopus, hunt large stingrays, and safely handle himself in the water. The book is illustrated with black-and-white photographs and describes with insight what it is like to belong to two homelands. As a library book, it is informational and culturally relevant.

I CAN READ BOOKS. Spanish Edition. Spanish translations by Pura Belpré. Harper and Row Publishers, 10 East 53rd Street, New York, N.Y. 10022. ©1969. 64pp. \$3.43 each (hard-bound). Spanish: Primary.

Authors and illustrators noted after each individual title.

Six popular *I Can Read* books have been translated into simple, everyday Spanish. These stories will be enjoyed by Spanish speaking children and by those who are learning Spanish as a second language. The titles translated are:

Aquí viene el ponchado. Story and illustrations by Leonard Kessler.

Robertito and his friend, Guillermito, become involved in an exciting baseball story.

El caso del forastero hambriento. Story and illustrations by Crosby Bonsall.

A suspenseful mystery story about four small boys and the Private Eyes Club.

Danielito y el dinosaurio. Story and illustrations by Syd Hoff.

A day in the city results in surprising adventures for Danielito and his friend, the museum dinosaur.

Los camioneros ¿qué hacen? Carla Greene; illustrations by Leonard Kessler.

Trucks of all kinds and the jobs of the men who drive them are described in this picture glossary.

Osito. Else Holmelund Minarik; illustrations by Maurice Sendak.
The story of a little bear, his loving mother, and his friends.

Teresita y las orugas. Millicent E. Selsam; illustrations by Arnold Lobel.

An entertaining, informative science story about caterpillars.

I Color My Garden, A Bilingual Bicultural Teaching Tool. Mabel Sánchez, Jean Neal and Nephtalí De León; illustrated by Francisco E. De León and Héctor F. De León. Trucha Publications, Inc., P.O. Box 50186, Dallas, Texas 75250. ©1972, 1974. 51pp. \$3.00 (paperbound). English and Spanish: Primary.

This coloring book has drawings of various vegetables from the garden. English and Spanish verses are given on facing pages for each vegetable. "Language switching" is used in some of the verses, for example: "*No somos round, ni somos flat. Usamos pants pero no ún hat.*" The material is easily integrated with other subjects such as reading, writing, health, language and art.

I, Juan de Pareja. (Sound filmstrip) Recording adaptation and direction by Peter Hernández for Newbery Award Records. Narration by Charles Turner and others. Filmstrip art by Enrico Arno, for Miller-Brody Productions. Miller-Brody Productions, Inc., 342 Madison Avenue, New York, N.Y. 10017. ©1973. \$28.00, includes two color filmstrips (40 minutes), two cassettes; \$24.00, with record option. English: Intermediate.
Based on the book by Elizabeth Borton de Treviño.

Juan de Pareja was born a slave. As a boy he was sold to Diego Velásquez, the famous Spanish painter. He learned painting over many years, although the law forbade slaves to practice the fine arts. Velásquez freed him many years later; he became an accomplished artist of his day. The forty-minute presentation is appropriate for programs of social studies, art or literature. The author of the book of the same title, published by Farrar, Strauss, was awarded the John Newbery Medal in 1966 for "the most distinguished contribution to American literature for children" by the American Library Association.

Ilustres hispanos de los EE. UU. Adapted by J.O. "Rocky" Maynes, Jr. Student's Reader by Warren H. Wheelock; Teacher's Guide by Teresa Mardenborough and Dennis St. Sauver. EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota 55101. © 1976. \$52.00, includes Teacher's Guide, duplicating masters, four student's readers, four read-along cassettes. Spanish and English editions: Upper Elementary-Secondary.

For use in elementary, junior high school and high school reading, language arts, and social studies programs, these readers consist of twelve short biographies of contemporary famous celebrities of Mexican, Puerto Rican, and Cuban backgrounds. The activities outlined in the teacher's guide are to be used for reinforcement and enrichment of skills in vocabulary, comprehension, and interpretation exercises for oral, written, and creative expression. The vocabulary exercises are based on words unique to the story. The students have to complete sentences that also serve to increase their comprehension skills. Vocabulary puzzles are also provided. The comprehension exercises for each story focus on three skills: recalling and locating details, recognizing the main idea, interpretative questions that call for the student's judgment. However, these exercises are perhaps too simple for higher grade levels. The teacher may use these exercises with students who have more difficulty in the

language as reinforcement activities. The variety of creative activities emphasize the Hispanic culture.

Indian Country: Cultural Views of the Spokanes. Henry L. Reimers. T.S. Denison and Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55437. ©1973. 160pp. \$4.95 (hardbound). English: General Interest.

The author is a descendant of a pioneer family who valued the friendship of Chief Spokane Garry. It is written in terms of the Spokanes' culture and what happened to it and to their way of life with the coming of the white settlers, the armies, and the missionaries. The changes in the land and its people are woven throughout the book in an interesting way which also describes the people and the area around Spokane. The changes in the social structure and cultural views of the Spokanes may promote discussion and debate in social studies classrooms at the high school level.

Indian Harvests. William C. Grimm; illustrated by Ronald Himler. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020. ©1973. 128pp. \$5.95 (cloth-bound). English: Intermediate-HS; Adult.

This is a descriptive guide to edible wild plants which have been and are still harvested by American Indians. Forty plant families are described with detailed line illustrations of the plant and edible parts. Strawberries, cranberries and sunflower seeds are among the more familiar, while papaya, cactus, agave and sugar maple are better known among specific groups as edibles. As a science class project, students may want to display or exhibit these wild plants or replicas of them.

Indian Heritage, Indian Pride. Stories That Touched My Life. Jimalee Burton (Ho-chee-nee); with a foreword by W.W. Keeler, Principal Chief of the Cherokee Nation. Paintings and sketches by the author. The University of Oklahoma Press, 1005 Asp Drive, Norman, Oklahoma 73069. ©1974. 192pp. \$12.50 (clothbound). English: General Interest.

This is a collection of stories that touched the lives of the author and her parents: "memories of a culture fast disappearing in the tide of assimilation." The thirty-seven stories are interspersed with poems, songs, sayings, colorful paintings and many small pen-and-ink sketches relating to the cultures expounded in the stories. These are stories from—among others—the Navajo, Cherokee, Kiowa and Osage; these are stories for children and adults which illustrate American Indian achievements in art, architecture, ecology, agriculture, morality and the "art of living."

In My Mother's House. Ann Nolan Clark; illustrated by Velino Herrera, The Viking Press, 625 Madison Avenue, New York, N.Y. 10022. ©1969. 56pp. \$5.95 (hardbound). English: Primary-Intermediate.

Also by Ann Nolan Clark: *Magic Money*.

A story with the theme of harmony with nature, *In My Mother's House* relates in detail the life style and culture of the Tewa Indians of the Tesuque pueblo near Santa Fe. It touches on twenty-nine different aspects of Pueblo life. "They make a chain, a strong chain, to hold me close to home where I live in my Mother's House." This publication is written in a unique fashion; all content is in simple prose that is easy to read and understand. The story tells of everyday things with the directness and simplicity of childhood. The watercolor and black ink drawings illustrate the Indian life and art. With its short sentences and easy-to-read print, the text is well suited to the needs of beginners in reading.

In Order—Math Drill Game Kit. Dr. Kenneth Kidd. Midwest Publications Co., Inc., P.O. Box 129, Troy, Michigan 48084. © 1973. \$11.95, includes a deck of 42 cards and 36 playing racks. (60-day free trial period for schools). English: Grades 3-12.

This math game kit consists of thirteen different games at thirteen levels of difficulty. One game kit may be used by a group as large as fifty-two students with four students playing each game. Although instructions are in English, reading is not required to play the games. All games follow the same format: each player is dealt six cards to place in increasing order. The thirteen games are the counting numbers, multiples of four, addition and subtraction, multiplication and division, area, angles, decimals and percents, base five numerals, fractions, scientific notation, temperatures, integral exponents, and fractional exponents. All games are color coded, and card racks to be cut out and assembled are included.

☆ **Instructional Guide for the Home Tutor.** Developed by the Spanish Dame Bilingual Bicultural Project, San Jose, California; Toni Micotti, Director. Order from the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1974. 66pp. \$1.40 (paperbound). Spanish and English: Educators; Paraprofessional home tutors.

This manual serves as a training and resource manual to accompany the *Daily Curriculum Guide: A Preschool Program for the Spanish-speaking Child* (DACBE, 1974). An overview of the program discusses the rationale and objectives, explains and defines terms and supplies helpful comments as well as instructional objectives and activities for implementation. Other topics include planning daily lessons, general teaching procedures, lesson evaluation and working with preschoolers and their parents. The manual may be used in the planning and establishment of any preschool program, by parents and educators, professional and paraprofessional. The discussion of characteristics of three-

and four-year olds and the references, English and Spanish informational titles, provide a broad scope of information of use in such programs.

International Visual Dictionary. Leo Grancis Daniels; illustrated by Fernando Burgos Pérez. Carroll Book Service, P.O. Box 1776, North Tarrytown, New York 10591. © 1973. 710pp. \$19.95; schools and libraries \$9.95 (hardbound). English: K-5; Adult.

Designed for the elementary grades, for the native speaker of English, or for children who are learning English as a second language, this dictionary contains 3000 words which frequently appear in basal textbooks. The definitions are simple and colorfully illustrated; also, the word is used in a sentence to further explain the meaning and usage. A "Word-Usage Finder," a section on parts of speech, and examples of synonyms and antonyms are included as well. The dictionary can also be used in adult ESL classes.

Introduction to Latin America/Introducción a América Latina. (Sound filmstrip) Robert C. Eidt, collaborator; produced and written by Karen Shaw. Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611. © 1973. \$67.28, includes five color filmstrips (average 78 frames), five cassette tapes; \$58.50 with record option. Individual units available separately. Teacher's Guide included. Spanish and English: Secondary; Adult.

This program is a social studies-oriented study of reasons for under-development in Latin American countries. Photography produces a variety of impressions—Indian life, city life, social patterns—reflecting the many geographical, historical, cultural and economic variations in this hemisphere. The Spanish recording is on the flip side of the English versions, while the few

words on the filmstrips are in English; the teacher's guide is in both languages. The five topics treated are Latin America's land, history, people, agriculture and industry.

Island in America. (Film) Anti-Defamation League of B'nai B'rith. Produced by DMS Productions. Order from: Anti-Defamation League of B'nai B'rith, Audiovisual Department, 315 Lexington Avenue, New York, N.Y. 10016. ©1972. 28 minutes; 16mm. sound, color. \$250.00 (purchase price); \$17.50 (rental price). Preview available. English: JHS-College; Adult.

Three prominent Puerto Ricans living on the mainland were interviewed to form the narrative of the film. Photographs of scenes in Puerto Rico, New York City, and Philadelphia present illustrations of themes being treated. The Puerto Ricans are described as a people who because of their political history are faced with situations in the continental United States not faced by previous immigrant groups. The human element of Puerto Rican history is brought to life, as are the conditions in which they must often live in American cities. The presentation closes on the hopeful note of the growing availability of bilingual education programs, which have the ultimate possibility of breaking the present cycle. The content of the program is adaptable to class discussion and debate in a social studies setting.

The Italian-American Experience: An Annotated and Classified Bibliographical Guide. Francesco Cordasco. Burt Franklin and Company, 235 East 44th Street, New York, N.Y. 10017. © 1974. 180pp. \$13.50 (hardbound). English: Educators; Librarians.

Ethnic Bibliographical Guides Series.

A reference guide to reports, texts, critical studies (including doctoral dissertations), it includes materials on Italian Americans and the Italian immigrant experience in the United States. Professor Cordasco has classified the materials under five cate-

gories: Bibliographies and Archives, Italian Emigration to America, Italian American History and Regional Studies, Sociology of Italian American Life, The Political and Economic Context. The Appendix includes scarce documents of the still-lived Casa Italiana Educational Bureau of Columbia University. These materials consist of maps and statistical data gathered by the Bureau. This volume is part of Burt Franklin's *Ethnic Bibliographical Guides Series* which focuses on various American ethnic groups.

The Italian Community and Its Language in the United States: The Annual Reports of the Italian Teachers Association. Francesco Cordasco, editor. Rowman and Littlefield, 81 Adams Drive, Totowa, New Jersey 07512. ©1975. 472pp. \$25.00 (clothbound). English: Professionals; Libraries.

Francesco Cordasco has compiled these documents in recognition of the fact that "The history of the Italian experience in the United States . . . is entertaining a period of high renaissance attention." The bulk of the book is sixteen annual reports of the Italian Teachers Association, an organization which was active from 1912-1939. "The association fought for an achieved parity for the Italian language in the New York City schools" with special emphasis on high school and college levels. For the most part, the reports describe events such as meetings and cultural presentations and provide statistical data of the time (enrollment figures for Italian courses in various schools, names of colleges that accepted Italian for entrance, etc.). In addition to the reports, the compilation provides several rare pamphlets: Mario Cosenza's *The Study of Italian in the United States* (1924) and the articles of Peter M. Riccio and Henry Gratten Doyle for the Casa Italiana Educational Bureau, Columbia University (1933-1934). A lengthy categorized bibliography concludes the work.

Italian Heritage Kit—Dissemination Kit K-1D (I). Italian Lists—Dissemination Kit K-2D (I). Bilingual Resource Center, 66 Court Street, 15th Floor, Brooklyn, N.Y. 11201. 1974. Two folders of reproduced informational items. No charge. English: Educators; Librarians.

These kits represent an information service designed primarily for schools in the New York City area. Kits are assembled in response to the needs of bilingual programs in various languages and serving a number of cultural groups—Greek, Hebrew, Italian, Puerto Rican, Chinese—in New York schools. The *Italian Heritage Kit* contains such items as travel brochures on Italy, units for instruction (Christmas, sports, education) on Italy; an annotated film list, a bibliography of recent and relevant books, the "Facts about Italy" series of the *Istituto Italiano di cultura*. *Lists* includes books, audiovisuals and periodicals in the BRC. Italian organizations and programs, textbooks recommended, and sources of materials, among other materials listed.

Italians in America. (Sound filmstrip) Millard Lampell; narrated by Frank Langella. The Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, N.Y. 10016. In cooperation with the Columbian Coalition, New York. ©1974. \$40.00, includes two filmstrips (average 117 frames), cassette, Discussion Guide; \$35.00 with record option. English: HS-Adult.

This is a two-part social studies-oriented presentation about Italian Americans. Each filmstrip is complete within itself. Part I begins with the Renaissance and Italian explorers in the New World. Italian Americans are shown mapping the wilderness, fighting in the American Revolution and the Civil War, opening the West, and participating in industrialization. The filmstrip concludes with the great wave of immigration. The story is continued in Part II which describes the Southern Italians who made up a large portion of the new arrivals. Italian Americans are shown fighting prejudice in their new homeland and serving

gallantly in two world wars. Individual and group contributions are spotlighted.

The filmstrips use a variety of photographs, paintings, and documents of impressive visual effect. The discussion guide includes complete scripts, questions, and a bibliography.

The Italians: Social Backgrounds of an American Group. Francesco Cordasco and Eugene Bucchioni. Augustus M. Kelley, Publishers, 305 Allwood Road, Clifton, New Jersey 07012. © 1974. 720pp. \$19.95 (clothbound). English: College; Adult.

This extensive-sourcebook of documents and materials on this large American ethnic group may be useful as a textbook as well as reading for the general public. Five major divisions are made in this compilation of the books and articles of over thirty men and women, mostly of Italian descent: (1) Emigration: The Exodus of a Latin People; (2) Italian Communities in America: *Campanilismo* in the Ghetto; (3) Responses to American Life; (4) Employment, Health and Social Needs and (5) Education: The Italian Child in the American School. Sixteen pages of bibliographical references include bibliographies, studies on Italian emigration to America, on Italian American history—especially by regions—in the United States, on social structure, education, health, religion, crime, the *Padrone* system, politics and government, and agriculture.

Italy: Comparative Culture and Government. Lynn M. Hilton, Ph.D., Editor in Chief. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. © 1971. 94pp. \$2.07 (paperbound). English: Grades 6-12.

This series of guides was prepared by the Curriculum Development Department of the Foreign Study League, an educational service of Transamerica Corporation, Salt Lake City, Utah. This series of articles touches on the history, government,

culture, art, literature, and music of Italy from ancient to modern times. Each article is broken into subsections so students can easily locate areas of interest. The book lacks the questions and activity suggestions of traditional textbooks and tends to treat the subject in a more scholarly, sophisticated manner. A black and white photograph appears at the beginning of each article. There is no index. Other countries described in the series are Spain, France, Belgium, Austria, Germany, and Switzerland.

The Japanese Helped Build America. Dorothy and Joseph Dowdell; illustrated by Len Ebert. Julian Messner, 1 West 39th Street, New York, N.Y. 10018. ©1970. 96pp. \$4.79 (cloth-bound). English: Intermediate-JHS.

Similar titles: *The Chinese Helped Build America; The Germans Helped Build America.*

Kenji Sugimoto, born in China in 1877, comes to America in 1895 in search of a job, hopefully to earn enough money to help support his family still living in Japan. He is immediately confronted with the hostilities of white Americans who feel Orientals will take all of the jobs and land available. During World War II, his family in the United States is sent to a detention camp, and they lose everything they have worked for. Insight to the Japanese way of life and descriptions of various Japanese who have made contributions to our culture are presented. This publication and the other similar titles are informational and culturally relevant, and may be used for research in social studies or ethnic studies classes.

Jet Age Spanish. Monte Randall, Inez and Cecilia Pedroza. Randall-Pedroza Publications, 1013 North Western Avenue.

Hollywood, California 90029. ©1973. 64pp. \$2.00 (soft-bound). English and Spanish: General Interest.

A "do it yourself Spanish from everyday English", this publication introduces a system of instant "keys" whereby a 500 word vocabulary of nouns, adjectives, and adverbs is probably "instantly" possible. However, the approach to verb structure, tense and proper use of verbs is very limited. The authors emphasize the pragmatic value of a "system of approximate answers" or "cognates" that are exactly the same in both languages, therefore, instantly translatable by certain "key clues". The "clues" are simple changes in word endings. This program might be suitable in adult Spanish classes.

Journal of Cross-Cultural Psychology. Walter J. Lonner, editor. Sage Publications, Inc., P.O. Box 776, Beverly Hills, California 90213. Quarterly. Institutions, \$20.00; individuals, \$12.00; students, \$10.00. English: Educators; Psychologists. Volume VI, No. 1, March 1975.

Started in 1970, this international publication publishes cross-cultural behavioral and social research. The journal's main concentration is on cross-cultural reports on psychological phenomena as they are differentially conditioned by culture, and on research which focuses on the individual as a member of a particular cultural group. Intracultural research and especially reports which focus on one cultural group must meet the criterion of possible replicability within or among other cultures. Articles which may be of particular interest to bilingual educators include "Nonstandard English and Free Recall: An Exploratory Study," "The Relationship of Acculturation to Cognitive Style among Mexican-Americans," and "Psychological Differentiation in Cross-Cultural Research."

Juego "Listas de compras". Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. ©1974. \$6.75 (game). Spanish: Elementary.

This shopping game is designed to increase skills in math (figuring prices, totals, fractions, change), language (reading shopping lists), and using United States money. The game includes four master shopping lists, eight small shopping lists, ninety small picture cards of the individual shopping items, and an assortment of cardboard coins and paper bills.

Juegos digitales y otras actividades, Third edition. Pauline G. de Patterson, compiler; illustrated by Dorotea G. de Pettit. Casa Bautista de Publicaciones, P.O. Box 4255, El Paso, Texas 79914. ©1971. 32pp. \$0.55 (paperbound). Spanish: Preschool-K; Grade 1.

A treasure of finger plays, counting games, riddles and songs, teachers will find this book very helpful in planning lessons and special learning activities for the Spanish speaking child. All activities are designed to develop the child's motor skills and are illustrated. Special notes to the teacher are provided for each activity. Special activities include working with clay, soap paint, egg shells, flannel pieces and numerous other things; instructions are included. There are also games designed to help the child socialize, to follow instructions, to guess, to appreciate nature, and most of all to unwind—to simply relax. This book was written by teachers for preschool and kindergarten children.

Julie of the Wolves. Jean Craighead George; illustrated by John Schoenherr. Harper and Row, Publishers, Inc., 10 East 53rd Street, New York, N.Y. 10022. ©1972. 170pp. \$4.95 (hard-bound). English: JHS-HS; Adult.

Miyax, a young Eskimo girl, is lost without food or a compass on the North Slope of Alaska, where the view in every direction is the same. She has rebelled against Eskimo tradition—an arranged early marriage to a boy she hardly knows—and is running away toward San Francisco, home of her pen pal Amy. A pack of Arctic wolves gradually accepts Miyax and, with their support, she survives on the tundra. This is a story of an Eskimo caught between her traditional life and the ways of modern society. Her two names, Miyax and Julie, are symbols of this conflict. Through her experience with the wolves, Miyax is forced to rethink her Eskimo heritage and its relationship to the contemporary world. Mrs. George has studied wolves at the Arctic Research Laboratory at Barrow, and her behavioral descriptions of these animals definitely ring true. John Schoenherr a well-known illustrator of animals, has contributed several black and white drawings to the book. *Julie of the Wolves* has won the John Newberry Medal. The book makes interesting reading for the general public.

Just One Indian Boy. Elizabeth Witheridge. Atheneum Publishers, 122 East 42nd Street, New York, N.Y. 10017. ©1974. 218pp. \$6.25 (clothbound). English: JHS-HS; General Interest.

This is a story about Andy, an Indian boy growing up and trying to find his way in today's world without losing his Indian heritage. The story tells about his high school and college years in Minnesota. The happenings in the book are real and relevant, particularly to boys of Indian background.

Kindle I and II: ¿Quién soy yo? ¿Cómo aprendo? Spanish edition of *Who Am I?* and *How Do I Learn?* (Multi-media) Original English production by Inside Out Productions: Edward Carini and Maria Callas. Spanish edition produced and distributed by Scholastic Magazines, Inc. Order from: Scholastic/Kindle, 906

Sylvan Avenue, Englewood Cliffs, New Jersey 07632. ©1974. \$59.50 for each complete unit or \$69.50 with cassette option; \$17.00 per individual sound filmstrip combination, or \$19.00 with cassette option. Each unit contains 5 sound-color filmstrips, Teacher's Guide (English), and Teacher's Bilingual Reference Guide. Spanish: PK-Primary.

Scholastic Early Childhood Filmstrip Library.

Children's and adults' voices are accompanied by soft music in this program fostering the positive self-image and self-respect of young children. *¿Quién soy yo?*, the first unit, treats the various aspects and expressions of the self: "Me gusta ser quien soy," "No hacer nada es algo que hacer," "Paquetes para personas," "Sentidos y sentimientos," and "¡Ojalá!" The processes of understanding oneself and changing or learning are presented perceptively in *¿Cómo aprendo?*: "Cómo hacerlo," "Si fuéramos perfectos," "¿Te olvidas?" "¿Quién tiene miedo?" and "¿Ahora qué?" All the photographs in the program are in color and present children of many backgrounds in a variety of settings.

Three other units of *Kindle* available only in English at this time are *Getting Along*, *Mixing In*, and *I Can Tell*.

King Pancho and the First Clock/El Rey Pancho y el primer reloj. (Books and cassette) Norbert C. López; illustrated by Marianne Gutiérrez. Paul Oddo Publishing, "Storybook Acres", Beauregard Boulevard, Fayetteville, Georgia 30214; also distributed by Instructional Challenges Inc., P.O. Box 665, Fairview Station, Española, New Mexico 87532. ©1968 (English), 1970 (Spanish). 32pp., each edition; one tape recording. \$4.75 (trade); \$3.95 each (schools); \$5.95 cassette (both editions on one tape). English (Grades 2-7); Spanish (Grades 5 and up); Elementary.

King Pancho, visiting his friend King Jupiter during a big celebration, has won a lot of money from his friend on horse

bets. King Jupiter, knowing that he must win the money back, bets his whole kingdom on a second race. It is decided that Rabbit and Turtle have tied, because the rabbit's legs are twelve times the length of the turtle's. King Pancho, fascinated by the ratio's possibilities, decides to build a round race track, and place bets on the positions at any given time, with Turtle running the "minutes" and Rabbit running the "hours." The cassette tape is an exact narration of the English and Spanish versions of the story, with the Spanish reading done slower than the English. The Spanish version is accompanied by a manual to aid the teacher in carrying out reinforcing activities.

Le laboratoire de lecture. René Serge Larouche. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. ©1972. Program of Teacher's Guide, workbook, 72 selections (2 copies of each), 72 timed selections (2 copies of each), answer keys for all selections, colored pencils for each skill level. \$92.85 without student workbooks. Workbooks 1-99, \$0.70 each; 100-999, \$0.63 each; 1000 and up, \$0.57 each. French: Grades 7-12.

A reading program, entirely in French, which has two sections: *Série compréhension/recherche* is designed to improve comprehension and retention, build vocabulary, and develop study skills. Stories are taken from French language (Canadian, French, Belgian, etc.) magazines and other sources. *Série compréhension/vitesse* features brief, timed selections to increase reading speed, develop concentration, and help the student learn to work under pressure of time. Materials are color coded at six levels of difficulty so each student can begin at his own skill level. A *test de classement* may be given at the beginning of the program to help the teacher determine where individual students should begin. To use the program, the student chooses a selection at his level, reads it, answers questions and

works exercises, and then checks his responses. He can note his progress on a graph at the front of his workbook. Once the student understands the organization of the laboratory, he can work individually or with other students for timed exercises. Since the selections and answer keys are self-contained, several students on different levels can use the program at the same time. Sample titles from different levels are: *Le loup déguisé en berger*, *Les premiers voyages en ballon*, *Le papier-monnaie*, *Les voix de la mer*, *Les fakirs de l'Inde*, and *L'intelligence des chimpanzés*. Due to the variety of topics and skill levels, *Laboratoire de lecture* may also be used in elementary schools and adult programs.

Language and Thinking Program. Developed by Instructional Systems Program-CEMREL, Inc., Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607. © 1973. Spanish-English Activity Books range from \$0.45-\$0.96 each. Write to publisher for price of entire system. English, some Spanish: Preschool-Grade 1.

This system is designed for developing language and cognitive skills. It consists of ten packages of multimedia material, such as, cassettes, transparencies, picture cards, game cards, games, manipulatives, and teacher's guides which give an overview of the total program and suggestions for introducing the method of instruction. In addition, there are Student Activity Books and criterion referenced assessment materials.

The program uses an oral-language based method of instruction which accepts the language of the child and provides alternative models. It begins with naming common objects and introducing the language of instruction. The activities presented are sufficient for the teacher to be able to select the ones more appropriate for her students. Objectives can be reviewed without repeating the same activities.

The Student Activity Books can be used in the classroom by the teacher or by the paraprofessional. It may also be used by

the parents as a parental involvement program. Explanations and instructions for their use are in English with a literal Spanish translation found on the same page. These Activity Books are the part of the program actually in Spanish. However, because the total program takes an oral-language approach and is early childhood level, the publishers feel that it can be relevant in a bilingual classroom.

Practice tests are included in the back of the Activity Books and can be used at the pre or post instructional level.

Language Experiences in Early Childhood. Dr. Roach Van Allen and Claryce Allen; Spanish translation in collaboration with Dr. Paul Mankin. Encyclopedia Britannica, Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611. ©1969. 220pp. Set includes Teacher's Resource Book and thirty Pupil-Parent Leaflets. \$18.50 set; additional Pupil-Parent Leaflets available at \$4.60 per set of thirty. English or Spanish version: Educators; Parents.

A manual resource for teachers and parents, it is intended for teaching children pre-reading techniques. More than 200 activities, designed to be used for individual instruction or small groups, provide for language development with oral and listening skills. Language skills are built on the child's own language ability, interests, and experiences. Emphasis is on communication with the development of basic foundations for future instruction on reading and writing.

The pupil-parent participation program focuses on the language-experience approach designed to assess the pupil's progress in those areas he needs more help. The teacher selects the appropriate leaflets for the child's program and sends them to the child's parents. Topics include: animal pets, sizes, colors, growing things, Halloween, Litterbug Art. This program is particularly valuable to children who are slow in moving into the reading and writing activities for the first grade classes. The *LEEC* Teacher Resource Book includes a four page selected bibliography.

Language-Teaching Games and Contests. W.R. Lee. Oxford University Press, Inc., 200 Madison Avenue, New York, N.Y. 10016. 167pp. ©1965. \$1.70 (paperbound). English: Language Teachers; All levels.

This collection of activities features oral practice, pronunciation, reading, writing, and spelling. The author emphasizes the importance of creating situations in which students have the opportunity to practice particular structures or skills. The book was written for teachers of English as a foreign language in a British context; however, the activities are clever and effective and can readily be adapted to other language programs. For example, to practice the future tense, the pupils play a fortune telling game; to increase vocabulary, they pretend they are storekeepers and name different items they have for sale; students listen to similar sounding words and score points by recognizing words that sound different. The book begins with listening and speaking and progresses to reading and writing. Each chapter is divided into sections, and the book is indexed so it is easy to locate particular structures or skills one wants to emphasize. The author also categorizes activities appropriate for very young children, adults, small groups, outdoors, elementary level, intermediate level, and advanced level.

LANGUAGE THROUGH SONG. Arranged and produced by Beatrice and Max Krone; sung by Clark Allen, María del Rey, Elena Paz, and others. Neil A. Kjos Music Company, Idyllwild Records, Idyllwild, California 60068. Distributed by Heffernan, School Supply Company, P.O. Box 5309, San Antonio, Texas 78201. ©1961, 1968. Spanish: Elementary-HS.

Cantemos en español, Books 1 and 2. Teacher Edition, \$2.50 each; Student Edition, \$1.50 each.

These contain the Spanish words and English translations of the songs, and the melodies and simple accompaniments, along with chord indications for autoharp, guitar or chord organ, for those who do not play piano. This collection of well-known

Spanish and Latin American folksongs may be used for Spanish and language classes, in bilingual rooms, or in music classes.

Cantemos en español, Vols. 1 and 2. (Records) \$5.95 each.

These albums provide examples, for students of the language, of the diction of professional singers singing in their native tongues, or with a diction they have acquired by living in the country. They provide a way for students to learn, through a people's songs, something of the life and interests of the people whose language they are studying. They help students to memorize quickly the many phrases and refrains so typical of folk-songs.

Vol. 1 is comprised of two albums, the first of which has nineteen songs. Some of these are: *El mes de abril, Uno de enero, San Seraní, El patio de mi casa, Naranja dulce*. The second album includes such songs as *El barquito, Fray Martín, La pajara piñata, Las mañanitas, Pedida a la posada*. There are a total of eighteen songs in the second album.

Vol. 2 is also comprised of two albums. The first album contains nineteen songs, some of which are: *El tortillero, Cielito lindo, Bonita María, El charro, La calandria, La llorona*. The second album has seventeen songs. It includes such songs as *Las gaviotas, Paloma blanca, Chiapanecas, La bamba, El casca-bel, Mañanitas tapatías*.

Cantemos niños. Songbook, \$1.50; record, \$5.95.

Singing games, dances and dramatization of songs are presented in the Songbook. The album contains such songs as *¡Arre caballito!, El coquí, Pinón, pirulín, A la vibora, La raspa*. The album contains a total of twenty songs.

Cantos de México. Songbook, \$1.50; record, \$5.95.

These songs were chosen with beginning Spanish classes in mind. The recordings of many of the songs include added repetitions of the songs either by voices or instruments with which the class can sing or dance. The mariachi performance of one of the most famous of Mexican folk dances is included for dancing also. Instructions for the dance are in the book.

Language Visuals. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. 60 flash cards (14" by 11") on heavy paper stock with Teacher's Guide, packaged in durable vinyl briefcase. \$30.00. Teacher's Guide in English (ESL), Spanish (SSL), French (FSL), German (GSL): Elementary.

The flash cards in this set may be used to increase the child's vocabulary and improve oral language competencies. The material presented on the cards is divided into three stages: Stage 1 builds on basic vocabulary skills; Stage 2 develops more advanced ideas and vocabulary; and Stage 3 elicits conversations on the items shown on the card. The materials are appropriate for use in foreign language classes as well as in classes teaching a second language.

The Last Buffalo—Cultural Views of the Plains Indians: The Sioux or Dakota Nation. William E. Rosenfelt. T.S. Denison and Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55437. ©1973. 120pp. \$4.95 (hardbound). English: General Interest.

The author presents various insights into the culture of the Sioux or Dakota Nation. The life-centered aspects of the Dakota religion, the Sun Dance, the Ghost Dance and the reverence for Mother Earth are explained. The military, economic and religious persecution of the Indian nation is also presented, along with the message that this culture is not dead, but lives today in the spirit of the descendants of these proud people.

Latin American Crafts and Their Cultural Backgrounds. Jeremy Comins; illustrated with drawings and photographs. Lothrop, Lee and Shepard Company, 105 Madison Avenue, New York, N.Y. 10016. ©1974. 128pp. \$5.50 (hardbound). English: All levels; General Interest.

This is an illustrated manual for making a variety of craft projects based on Latin American crafts and arts. The cultural source, a description of materials needed, and instructions for simple projects of each type are given. Sources for materials and designs and patterns are suggested for such crafts as metal masks and reliefs, sculpture in various techniques, designs in wood, cut-through appliqué, designs in wool, raised line designs, line embroidery and small wood projects. This manual makes supplemental material for art or industrial art classes.

Latin American Folktales. (Sound filmstrips) Ruth Kearney Carlson, educational collaborator. Coronet Instructional Media, 65 E. South Water Street, Chicago, Illinois 60601 ©1974. \$75.00, includes six color filmstrips, six cassettes, filmstrip guide; \$57.00 with record option. English: Elementary.

Explanations of natural phenomena were often explained in supernatural terms in ancient legends. Some of the oldest are presented here as English translations from the original oral forms. *How Spring Was Born* is a Peruvian Quechua legend of a mother's love; *Why the Rabbit Has Long Ears* is an old Mayan tale of *Conejo*, who wanted the respect of other animals. In the Inca legend, *The Bridge of the Inca* was built by the gods so that Prince Golden Eagle might cross a canyon to drink the healing waters on the other side. The Indians of Ecuador explain that the tortoise rewarded the smooth cactus for helping it win its race against the boulder in *How the Cactus Got Its Thorns*. The high mountains of Peru sprang up suddenly to keep a wicked witch from flying over them to capture some village children in *How the Andes Mountain Came to Be*. In the Brazilian legend *How the Jaguar Got Its Spots*, it is told that the spots come from bruises and that jaguars no longer bother oxen in appreciation to a farmer who once saved Jaguar's life. The color illustrations in these filmstrips are bright paintings depicting the cultural atmosphere of the legends; some music, sound effects and Indian songs provide background for the recording of these ancient stories.

Leamos un cuento. Elda G. Friedman, Geraldine F. Van Wart, Sara T. Creasy. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. ©1974. 128pp. \$3.25 net; \$2.60 net each, five or more. (paperbound). Spanish, some English: Elementary.

"*Leamos un cuento* is a supplementary reader-workbook appropriate for use in both FLES and elementary bilingual programs. It contains a balance of the four language skills: understanding, speaking, reading, and writing." The short stories are on topics of everyday life of interest to children—pets, a visit to the doctor, vacation trips, etc.

"Each unit is composed of a brief reading, a pronunciation exercise, a copying exercise, a question-and-answer study, a matching exercise, and a creative-writing exercise." There are a number of illustrations the children can color, and a section of children's songs in Spanish (some translated from English), rhymes, tongue twisters, and dances. There is also a Spanish-English vocabulary section at the end of the book.

☆ **LEARNING ACHIEVEMENT PACKAGES.** Developed by Callexico Intercultural Design, Bilingual Program Staff. Order from Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1972-1975. Grades 7-12. Languages and prices listed individually below.

The LAP's are multi-topic resource books designed to supplement specific areas of the curriculum and improve the educational opportunities and performance of students whose dominant or sole language is Spanish, in a bilingual learning experience. Each unit contains an information guide for the teacher, information for the students, pretests and posttests, model worksheets and exercises, suggested additional materials and a bibliography.

Driver Education—English-Spanish, Revised Edition. 1976. 196pp. \$2.00 (paperbound). English and Spanish: JHS-HS; Adult.

This publication presents three suggested driver education curriculum units: Procedures in Driving, Car Maintenance, Tires. These units are a revised edition of a Social Studies package published in 1973. Discussed in these units are the different rules and procedures in the theory and practice of driving a car, the type of maintenance a car needs to make it a safer one, and how to buy and maintain tires.

Most high school students are prospective drivers and car owners. The primary idea behind each unit is to make the student aware of good driving habits, that the safety of the driver and the other people is dependent upon the good car maintenance received by all the vehicles on the road, and that part of that maintenance is the selection and upkeep of tires.

Language Arts—English Grammar. 1976. 129pp. \$1.50 (paperbound). English: All levels.

This publication contains four specific units designed to develop habits of proper usage of the English language: Common and Proper Nouns, Homonyms, Singular and Plural Nouns, and The Use of the Dictionary.

Language Arts—Spanish, Revised Edition. 1976. 92pp. \$1.50 (paperbound). Spanish: All levels.

Included in this LAP are four units: *El alfabeto español*, *El género*, *El número*, and *Tres signos de puntuación*. The units are designed for the purpose of introducing the Spanish language to the students. These units may serve to help students improve their syntax in writing the Spanish language.

Language Arts—Spanish Grammar. 1975. 138pp. \$1.50 (paperbound). Spanish, some English: JHS-HS, Adult.

Included in this LAP are three units: *Las mayúsculas—unidad básica bilingüe*, *Problemas ortográficos que presenta la letra 'G'*, and *El uso del diccionario*. These units are designed to help

the student understand how capital letters are used correctly, to be used with students having some difficulty representing graphically the different syllables containing the letter 'g', and to familiarize the student with the proper use of the dictionary in order to increase his study skills.

Mexican American Studies—English-Spanish. 1976. 138pp. \$1.50 (paperbound). Spanish and English: JHS-HS; Adult.

This publication presents three suggested Mexican American curriculum units: Pre-hispanic Cultures—the Olmec; Pre-hispanic Cultures—the Maya; Pre-hispanic Cultures—the Aztec. A study of the origin, religion, art, education and accomplishments of these ancient civilizations will prove interesting and relevant to students of Mexican heritage as well as to other students interested in the history of Mexico. For class discussion, teachers may touch on such features of civilization as real cities with large populations controlled by well-organized governments. Discussion would be appropriate in ethnic studies, social studies or similar classes, as well as with adults, particularly in a bilingual setting.

Sciences—Biology. English-Spanish, Revised Edition. 1976. 93pp. \$1.50 (paperbound). English and Spanish: JHS-HS; Adult.

This book was designed as a supplement to biology texts covering the following four subject areas: Cell Theory, Mitosis, Magnification, and Wounds. Each of the four units provides detailed explanations of the subject areas included.

Social Studies—English-Spanish. 1975. 142pp. \$1.50 (paperbound). English and Spanish: JHS-HS, Adult.

Included in this LAP are two units: An Idea Becomes a Law, and The State; Forms of Government and Political Systems. These units are designed for use as elements of the twelfth grade curriculum for American Democracy. They are directed to informing the students of the legislative function of Congress, as well as the various basic forms of governments and political systems.

The Learning Calendar/El Calendario de aprendizaje. Developed by Moreno Educational Company, 7050 Belle Glade Lane, San Diego, California 92119. ©1974. \$0.90 (15" by 22"). English and Spanish: K-6; Educators; Parents.

The Learning Calendar represents six weeks of fun learning in English for children at the home with their parents. Step-by-step daily activities are suggested for the parents to use in the home in order to supplement the learning that is taking place by the student in the school, primarily in the areas of language arts and reading. The activities are divided into two levels, either K-1 or 2-6. A sample activity for grades 2-6 is "Ask your child to read a short story;" then suggestions are given for the appropriate type of questions to be asked.

In this calendar, much emphasis is placed on the same type of activities, such as reviewing and presenting new Dolch words or reading short stories to the child. These two activities are used at least four times out of the five possible activities given for one week.

Directions to the parent are given in English and Spanish on opposing sides of the calendar. However, the calendar is not bilingual due to the fact that even though the directions to the parent are in Spanish, all activities refer to English language arts and reading skills. If the parent is monolingual in Spanish, the activities cannot be taught as given.

Many grammatical errors are evident in this calendar, especially in the Spanish language, such as no accents, incomplete quotations, and misspellings.

Let Me Be a Free Man: A Documentary History of Indian Resistance. Compiled and edited by Jane B. Katz. Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401. ©1975. 103pp. \$6.95 (hardbound). English: JHS-HS.

Also by Jane B. Katz: *We Rode the Wind: Recollections of Nineteenth-Century Tribal Life.*

This is the second book of a two volume anthology concerning authentic American Indian literature. In this documentary, the Indian resistance from 1607-1974 is covered at length. Included in the writings are authentic orations, prayers, poems, autobiographical stories, and historical narratives that offer detailed insight into the Indian experience.

Let's Play Games in Spanish, Volumes I and II. Loretta Burke Hubp. National Textbook Company; 8259 Niles Center Road, Skokie, Illinois 60076. © 1974. Volume I, 145pp; Volume II, 115pp. \$10.75 set (hardbound). Spanish and English: Volume I, Grades K-8; Volume II, Grades 9-12.

Designed for Spanish or SSL classrooms, this collection of classroom games is an encyclopedia of conversational and vocabulary building activities. Each game presents the actual dialogue in Spanish and gives the English equivalent as well. Instructions to the teacher are in English. The games range in difficulty from those requiring only a simple vocabulary to those which require greater flexibility in the manipulation of the language.

Leyendas latinoamericanas. Genevieve Barlow; illustrated by Robert Borja. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. © 1974. 129pp. \$4.90 (paperbound). Spanish: HS.

This collection of Latin American legends is intended for the English speaking student who has studied Spanish and is beginning to manipulate the language, and for the Spanish speaking student who wants to read and learn more about his cultural heritage. The sixteen legends in this collection come from ten different regions of Latin America and cover a time span of 2,000 years, from the times of the Indians through the Colonial periods. The content is graded in difficulty and provides a re-

view of previously learned grammar and vocabulary. Following each legend are reading comprehension exercises.

Leyendo para comprender. Adapted by Sally M. Jarvis; Spanish translation by Carmen Lagos de Signes. The Continental Press, Inc., 2336 Farrington Street, Dallas, Texas 75207. ©1974. Sixteen masters. \$4.50 (spiralbound). Spanish: Grades 2-4. Based on *Ask Andy*.

The major objectives of this book are to provide interesting material for reading practice and to develop reading comprehension skills. The book contains sixteen reading selections on masters for liquid duplicators. Each selection includes a set of questions on the reading.

El libro rojo. Thelma Gwinn Thurstone; Spanish translation by Dr. George Gonzales, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. ©1975. Teacher's Manual: \$2.19, list price; \$1.64, schools. Student Book: \$1.74, list price; \$1.30, schools (paperbound). Spanish: K-2.

Learning to Think Series.

Set of 76 Charts: \$12.00, list price; \$9.15, schools.

El libro rojo is the first of four serial books designed to develop reading readiness skills for students in grades K-2. Emphasis is placed upon motor coordination, perception, word fluency, memory and other basic learning skills. One of the advantages of this book is that the vocabulary is not limited to that commonly used by the students but is enhanced through the consistent teaching of new concepts and comprehension exercises.

☆**Libros de lectura.** Developed by members of the Albuquerque Independent School District staff. Albuquerque I.S.D., Albuquerque, New Mexico. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas

78721. 1975. *Nivel A* (Grades 1-2): 82pp., \$1.25; *Nivel B* (Grades 2-3): 98pp., \$1.25; *Nivel C* (Grades 4-5): 134pp., \$1.75; *Suplemento* (all levels): 42pp., \$0.75. Spanish: Primary-Intermediate.

Any of the books in this series of science and social studies readers can be used for any grade, depending on the child's reading level. The stories are all relevant to young children and are fun to read. Each story in the series has a list, by page number, of new words as they appear in the story. Included in *Nivel C* is a small section of activities after each story.

Life Stories of Our Native People: Shoshone, Paiute, Washo. The Inter-Tribal Council of Nevada. Illustrated by Dorothy Niz. Available from Inter-Tribal Council of Nevada, 98 Colony Road, Reno, Nevada 89502. 1974. 48pp. \$2.00 (paperbound). English: JHS-HS; Adult; Library Resource.

These biographical sketches are about Shoshone, Paiute, and Washo leaders. The book may be used as a library resource or as a model for a collection of community-related biographies. The stories describe unique individuals who played various roles in society: teacher, athlete, doctor, tribal representative, entrepreneur, artisan. For example, Sarah Winnemucca was an author, lecturer, educator, and spokeswoman for Indian rights. Pancho, a guide and interpreter for Captain John C. Fremont, was instrumental in retaining the Pyramid Lake area for the Indians. Richard E. Barrington was a successful businessman and a leader in the Washo land claim suit against the government. The authors of the sketches describe both outstanding accomplishments and criticisms of their subjects. In the introduction Norman Rambeau, the project director, notes that written sources for the book were limited so the authors often relied on oral interviews with persons who had known or heard of the subjects. Photographs and Dorothy Nez's pen and ink drawings illustrate the booklet. The Inter-Tribal Council of Nevada also has other books and audiovisual materials.

Li Po and Tu Fu. Arthur Cooper; illustrated by Shui Chien-Tung. Penguin Books, Inc., 7110 Ambassador Road, Baltimore, Maryland 21207. ©1973. 244pp. \$1.95 (paperbound). English, Chinese Calligraphy: HS; Adult.

Li Po and Tu Fu, considered by the Chinese as their two greatest poets, wrote during an age that touched on both the ancient and modern world. Li Po and Tu Fu complement each other to such an extent that they are often spoken of as a single poet. Between them, they seem to cover the whole range of human nature; Li Po is a poet of the spirit while Tu Fu writes of everyday life with humility and compassion. The author, in his introduction, provides a good background to the times, Tang poetry, ballads, and the principles of Chinese syllabic Metre. A brief explanation of this approach to the translation appears at the end of each poem. Also included in this collection is "Quiet Night Thoughts", considered the best known of Chinese poems.

The Little Lion of the Southwest: A Life of Manuel Antonio Chaves. Marc Simmons; illustrated by José Cisneros. The Swallow Press, Inc., Sage Books, 1139 South Wabash Avenue, Chicago, Illinois 60605. ©1973. 263pp. \$8.95 (clothbound). English: HS; Adult; Library Resource.

Manuel Antonio Chaves' life straddled three eras of New Mexican history: he was born at the end of the Spanish colonial period, he grew to manhood in the quarter century of Mexican rule, and he spent his later years under the territorial regime of the United States. His long career was interwoven with the major historical events of his time—the Mexican War, the Civil War, New Mexican politics, and Indian wars. He was a rancher and businessman as well. Marc Simmons wrote this biography because he feels "Too few of our Spanish frontiersmen have been studied in depth." He sees Chaves as "an authentic American hero cut from the pioneer mold." For the student of history,

the book is well-documented with extensive notes and a bibliography at the end; for the average person, the text is readable and interesting. Simmons' portrayal of the American Indians sometimes lacks objectivity; for example, he speaks of them as "hostile Indians infesting New Mexico's frontier on all sides." This point should definitely be discussed if the book is used in a classroom setting.

Black and white drawings and numerous historical photographs illustrate the story.

Living and Learning in Two Languages: Bilingual-Bicultural Education in the United States. Frances Willard von Maltitz. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020. ©1975. 221pp. \$8.95 (hardbound). English: Educators; Adults.

This book presents a comprehensive, informative, and interesting examination of bilingual bicultural education. The emphasis is on the way the subject is being treated and implemented in the United States today, but the author also deals with bilingual education in other parts of the world (including Puerto Rico and Canada), and discusses how Russia and China view their language minority groups and the importance these countries attach to the establishment of a common language or languages for national as well as international communication.

The author confronts "the subject of variant or nonstandard types of language and what to do about them in a school setting," stating that although it is a touchy problem, it should be brought up and explored, since educators all over the country have to deal with it in one way or another.

In her last chapter, Ms. von Maltitz discusses another controversial topic—"whether segregation is a good or desirable thing when self-imposed and bad only when it is forced upon a group by someone else." She tells us that this question "has come up in connection with aspects of the life of Black, Puerto

Rican, and Chicano students at universities," and "is beginning to come up now in relation to bilingual education." We are also reminded that there is "by no means unanimity of opinion among minority groups within the United States as to what are desirable degrees of acculturation and assimilation for them, in relation to the nation as a whole."

The book also contains sections on "Definitions and Abbreviations" and "Sources of Information and Materials."

Lucy Learns to Weave: Gathering Plants. Virginia Hoffman; illustrated by Hoke Denetsosie. Navajo Curriculum Center Press, 2218 East Magnolia, Phoenix, Arizona 85034. ©1974. 46pp. \$2.25 (softbound). English: Primary-Intermediate. Color film-strip of illustrations is being prepared.

This is the first of four readers for Navajo children, as well as for other children who would like to learn about the Navajo culture. The reading material is such that children can identify with it personally and positively. The cultural details are taken from real life stories of Navajo weavers. The story is written for children in early developmental reading programs. The vocabulary is limited to sound-letter patterns, and generally, there is only one line of print under each picture. The story itself, about Lucy weaving her first blanket, is finished in the fourth book.

Lustige Geschichten: A Graded Reader for Beginning Students. Harry A. Walbruck and Astrid Henschel. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. © 1975. 182pp. \$4.25 net; 5 or more, \$3.19 net each (paperbound). German with instructions to exercises in English: HS; Adult.

"This graded reader contains thirty humorous stories that reflect modern German culture." Each story is short enough, between 250 and 300 words, allowing the student to complete

each lesson within a regular class period. The exercises following each story are combinations of multiple choice, true-false, matching, rearranging scrambled sentences and paragraphs, questions relating to the text and questions requiring individualized answers. The book is attractively designed and is an easy-to-handle size. "For individualized instructional programs, the book is a valuable supplementary source to the student for further practice in structures and verbs and in strengthening vocabulary."

La luz. (Student's periodical) National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. Published 8 times during the school year. 16pp. 1-4 subscriptions, \$4.50; 5 or more, \$2.50 each. Spanish, some English: JHS-HS. Similar French title: *La Vie*.

This student periodical contains short stories, plays, puzzles, jokes, cultural and historical articles, and activities designed to increase vocabulary. English translations are given for idioms, difficult or unusual words, and occasionally for dialogues. Although the periodical does not reflect Mexican American culture, it can be used in bilingual classrooms as cultural enrichment. It may also be used in SSL for supplementary language practice. It also contains many photographs and illustrations.

Magic Money. Ann Nolan Clark; illustrated by Leo Politi. The Viking Press, 625 Madison Avenue, New York, N.Y. 10022 © 1950. 123pp. \$3.50 (clothbound). English: Primary-Intermediate.

Also by Ann Nolan Clark: *In My Mother's House*.

The setting is a big coffee plantation in Costa Rica. *Magic Money* entails the love of a small boy, Tony, for his aging grandpapa and his desire, or "wanting secret" to buy him a pair of white oxen. Unsuspecting of Tony's real desire, grandpapa becomes aware only of Tony's concern for money. "I know the trouble . . . He is so precious, this grandson of mine, and I have no money of mine to give him for what he wants to buy." The story is all about family love and is one that will appeal to all children, particularly to those whose families come from similar economic and social backgrounds. The author, Ann N. Clark, spent several years in Costa Rica.

Man: A Cross-Cultural Approach, Series 1-3. (Sound filmstrips) Herbert and Judith Klinger. Educational Resources, Inc., P.O. Box 103, South Orange, New Jersey 07079. © 1975. Series 1—\$180.00 (sixteen filmstrips, eight cassettes, teacher's manual, wall chart); Series 2-3—\$90.00 each (eight filmstrips, four cassettes and teacher's manual per program); individual topics, each including two filmstrips and one cassette, may be purchased for \$24.00. English: JHS-HS.

Herbert and Judith Klinger have visited over ninety countries to photograph and record how people all over the world live. Focusing on major social studies topics, they have created a series of filmstrips and cassettes which show people from various habitats, cultures, and races. "The underlying theme is 'Man's needs are everywhere the same. How he meets those needs reveals interesting differences' . . . differences the student becomes more capable of understanding." Teacher's manuals include complete scripts, selected bibliographies, lists of important terms, and suggested classroom uses for the materials. Topics in the programs are: Series 1—People, Cultures, Housing, Transportation, Work, Leisure, Religion, and Education; Series 2—Food, Clothing, Health, and Communications; Series 3—Social Structure, Economics, Government Forms, and Government Functions.

Manpower Programs and the Spanish-Speaking/Programas de potencial humano y la gente de habla hispana. Special issue of *Manpower*. U.S. Department of Labor, Manpower Administration, Washington, D.C. 20210. September 1972, 40pp. No charge (paperbound). Available in English or Spanish: Career Education; General Interest.

This special issue of the Department of Labor's monthly magazine features seven articles on the Spanish speaking and the world of work. Programs across the country which focus on job training, business development, and placement services are described in detail. Career-related statistics on education, income, and manpower program participation are also provided. The inside back cover of the magazine lists various Department of Labor publications available in Spanish and English. Although this issue is over three years old, it is still a good source for career awareness information for the Spanish speaking.

Matemática de Silver Burdett. John F. LeBlanc, *et al*; translated under the direction of Francisco Garriga Rodríguez by Ana María Trillo and Ana Julia G. Alberdi. Illustrated by Tad Krumeich de Mulvey. Silver Burdett Company, Morristown, New Jersey 07960. ©1973, 1976. Student books: Levels 1-2, \$2.49 (paperbound); Levels 3-6, \$3.00 (paperbound) or \$4.77 (clothbound); Levels 7-8, \$5.76 (clothbound). Teacher's manuals, \$1.80 each (paperbound). Spanish: Grades 1-8. English program: *Silver Burdett Mathematics*.

Translated and adapted from the English program, this series is profusely illustrated with brightly-colored diagrams and cartoon characters — *El conde muchomás y sus amigos*. The teacher's manual provides objectives, materials to be used, vocabulary to be introduced, suggested methodology, and evaluative techniques for each lesson. The "teacher's corner" gives hints and ideas for extra activities; all lessons are adaptable to individualized instruction. The textbook is in a consum-

able paperback edition which relies on "the laboratory strategy;" new concepts are presented in real-world situations, then translated into mathematical symbols. A performance objective, or *objetivo operacional* introduces each lesson; the different types of concepts are grouped in a scope and sequence chart in the teacher's editions, which indicates where each appears in the lesson sequence. No grade indication appears on the texts, thus eliminating student identification. The six mathematical strands which run throughout the levels are: 1) Sets, numbers, and numeration; 2) Operations and properties; 3) Sentences and problem solving; 4) Geometry and measurement; 5) Relations and functions; and 6) Probability, statistics and graphing. The State of Texas has adopted the program for mathematics in Spanish, grades 1 and 2.

Meeting Computational Accountability, Volumes I and II. Randy Wiseman, Kathryn Siegel, and Dr. John Ginther. Midwest Publications Co., Inc., P.O. Box 129, Troy, Michigan 48084. ©1975. 160pp. Volume I, \$5.95 (paperbound); Volume II, \$6.95 (paperbound). (60-day free trial period for schools). English: Elementary-HS; Adult.

This mathematics program is designed to teach and reinforce the four basic operations: addition, subtraction, multiplication, and division. There are usually ten problems per page presenting each operation in a variety of ways so the student is familiar with all possible means to master the skill. The authors stress the importance of correcting all computational errors: "The student must understand the need to work and rework problems until they are correct." Instructions to the teacher at the beginning of each volume offer helpful suggestions. Although most of the problems require no reading, lesson headings and a few statements appear in English. Grade level is not identified anywhere on the materials. Pages are perforated for easy duplication or lamination. Answer keys are provided.

- ☆**Mental Health Needs of Mexican Americans.** Henry S. Johnson for the Regional Training Program to Serve the Bilingual/Bicultural Exceptional Child. February, 1972. Montal Educational Associates, 601 South Brand Boulevard, Suite 110, San Fernando, California 91340. 1972. 24pp. \$.02 1/2 per page reproduction cost; \$.01 1/2 per page for 10 or more copies from the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. English: Educators.

The author outlines current philosophies of practice in the mental health field and statistics evidencing inadequate attention being paid to the Mexican American's unique cultural needs. Citing various prominent psychiatrists' statements and philosophies, he concludes that the transcendental realism practiced by *curanderos* is to date the most effective approach. Statements of similar views by contemporary psychiatrists are cited in an overview of the approach and the rationale for moving in this direction in the mental health field. The bibliography contains forty-two pertinent citations.

The Men Who Made Mexico. Clarke Newlon. Dodd, Mead and Company. 79 Madison Avenue, New York, N.Y. 10016. ©1973. 273pp. \$4.95 (clothbound). English: Educators; College; General Interest.

A brief look of Mexico's early history and her struggle for independence, this publication recalls the political lives and the historical contributions of such heroes as Hidalgo, Josefa Ortiz de Domínguez, Morelos, and Pablo Benito Juárez. Also included is a summary of the Mexican Revolution in 1910 and its leader Francisco I. Madero, following the thirty years of Porfirio Díaz' dictatorship. The book also presents brief sketches of Diego Rivera, muralist; Carlos Chávez, musician; Mario Moreno—"Cantinflas", actor; José Vasconcelos, educator and writer who originated the motto of the National University of Mexico, "Through my race the spirit will speak." Likewise, there are brief documentaries on Mexico's presidents, including Luis

Echeverría, the current president. In preparing the manuscript, the author worked closely with the Mexican embassy in Washington. Rafael de la Colina, Ambassador to the Organization of American States, states in his commentary in the book, "Now that so many minorities of diverse ethnic origins are looking back to their cultural roots, a book like yours will enable the Mexican Americans to know better the country of their ancestors and to take justifiable pride in their rich heritage." The book is illustrated with photographs and includes a Selected Bibliography and Index.

The Metric System for the Intermediate Grades: Sets One and Two. Bilingual Version. (Sound filmstrips) Doreen Rademacher, writing and collaboration. Pathscope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, N.Y. 10802. ©1973. Set One: \$126.00, includes four color filmstrips, eight cassettes. Set Two: \$95.00 includes three color filmstrips, six cassettes. Preview available. Teacher manuals and script in English, with soundtracks in English and Spanish. English and Spanish: Intermediate.

The teacher's guide for this metric program provides objectives, a synthesis of the mathematical content of each filmstrip, activities for reinforcement, vocabulary, abbreviations, narration, evaluation and a test. Following the narration several frames present visually only written problems (in English), to be advanced manually as completed. Adults' and children's voices accompany the discussion of students with a cartoon computer, "Mr. Metro."

Illustrations present persons of several ethnic groups. Set One presents Length, Area, Volume. Set Two covers Capacity, Mass or Weight, and Metric Relationships.

Mexican American Challenge to a Sacred Cow. Deluvina Hernández. Aztlán Publications, Chicano Studies Center, Camp-

bell Hall, Room 3121, UCLA, 405 Hilgard Avenue, Los Angeles, California 90024. ©1970. 60pp. \$2.50 (paperbound). English: College; Researchers. Aztlán Publications, Chicano Studies Center, Monograph No. 1, UCLA.

Included in this critical review are two university research studies which examine the low economic achievement of Mexican American students in the public schools. The studies reviewed are *Comparative Values and Achievement of Mexican-American and Anglo Pupils* by Audrey J. Schwartz (1969), and *Educational Achievement and Aspirations of Mexican-American Youth in a Metropolitan Context* by C. Wayne Gordon, Audrey J. Schwartz, et. al. (1968). Ms. Hernández examines and assesses several—researcher bias, inadequacy and inappropriateness of theoretical framework, sophistry and irrationality, inappropriateness and subjectivity of survey techniques, and interpretation of findings. Also included is a review of previous research containing references which can be used as a guide to further research.

A Mexican American Coloring Book. English text by Ed Ludwig and James Santibañez. Spanish text by Angie Roch; illustrated by Vincent P. Rascón. R and E Research Associates, 4843 Mission Street, San Francisco, California 94112. ©1973. 36pp. \$1.95 (softbound). English and Spanish: Elementary.

This publication is a collection of drawings to be painted or colored by students. The theme of the drawings are Mexico and its history. Brief sketches of certain Mexican Americans, their history, and their contributions are presented both in English and in Spanish. The text accompanies each drawing. The style in both languages, however, tends to be somewhat stilted.

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Mexican American Education in Texas: A Function of Wealth. The U.S. Commission on Civil Rights. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 1972. 53pp. \$0.55 (paperbound). English: Educators.

Report IV. Mexican American Education Study.

A clear, concise look at a complex subject: Texas school financing and its effect on Mexican American students; it has exceptional reference value for educators. The report discusses state aid to local school districts, property valuation within districts, and the economic burden of property taxes on Mexican American and Anglo citizens. Several inequities in the system are revealed. For example, "Professional staff salaries constitute about 90 percent of all costs covered by the MFP" (Minimum Foundation Program), the major source of state funding. Aid is based on education and experience of school district personnel. Anglo districts tend to have better educated, more qualified staff; consequently, they receive proportionately more state funds. Furthermore, districts are allowed to supplement the MFP with locally raised monies. "This means that Anglo districts with a high tax base and in which residents have average personal income are able to provide additional funds with less effort than Chicano districts." These are only two samples of fiscal inequity, and the overall picture is discouraging to say the least. In Texas public schools the Mexican American child has received considerably less of the tax dollar than his Anglo counterpart. Since the report is four years old, some research into recent developments is necessary for an up-to-date view of school financing in Texas.

Mexican Americans and Educational Change. Alfredo Castañeda, Manuel Ramírez III, Carlos E. Cortés, Mario Barrera, editors. Arno Press, A New York Times Company, 330 Madison Avenue, New York, N.Y. 10017. 1974. 407pp. \$24.00 (hardbound). English: Educators; College.

Part of *The Mexican American Series, An Arno Press Collection.*

This is a collection of papers presented at a symposium "Mexican Americans and Educational Change," at the University of California, Riverside, in May, 1971. The symposium served as a forum for discussion on the education of minority children, with particular emphasis on the Mexican American child and bilingual education. The papers fall into three general categories: Educational Change in Historical Perspective, The Politics of Educational Change, and Cultural Democracy; The Challenge of Bicultural Education.

Dr. George I. Sánchez discusses the educational achievements and cultural influence of the *mexicano* since the 17th century. Research efforts on the education of the Mexican American child and a discussion of the Mexican American Education Study is the subject of Henry M. Ramirez's paper. Juan E. Aragón presents the view that cultural pluralism is of utmost importance in the concept and reality of bilingual education and teacher training.

Authors include: Carlos E. Cortés, Alfredo Castañeda, Mario Barrera, Joan Moore and Armida Martínez, Thomas P. Carter, Horacio Ulibarri, Manuel Ramírez III, and Mari-Luci Ulibarri.

Mexican Americans: An Historic Profile. (Film) Anti-Defamation League of B'nai B'rith. Order from: Anti-Defamation League of B'nai B'rith, Audiovisual Department, 315 Lexington Avenue, New York, N.Y. 10016. 29 minutes; 16mm. sound, black and white. \$100.00 (purchase price); \$10.00 (rental price). Preview available. English: HS-College; Adult.

Maclovio Barraza, Chairman of the Southwest Council of La Raza, narrates the history of the Mexican American, with particular emphasis on the migrations during the last 150 years of those at the lower end of the socio-economic scale. The conditions which existed, and exist, when the migrations occurred are explained. The efforts by the Mexican American at unification, with the resulting economic and political advantages and strength, are also presented as a means of breaking the cycle of poverty the Mexican American is in.

The Mexican-Americans of South Texas. Second Edition. William Madsen; epilogue by André Guerrero. Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017. © 1964, 1973. 124pp. \$3.00 (paperbound). English: College; Professional Resource.
Based on *Case Studies in Cultural Anthropology*.

From 1957-1961 the Hidalgo Project on Differential Culture Change and Mental Health conducted a research study on Mexican-American culture in Hidalgo County, Texas. William Madsen's book presents the results of this study in narrative form. Topics discussed include *la raza*, immigration, social classes, the family, religion, sickness and health, witchcraft, folk medicine, education, and politics. Madsen places particular emphasis on acculturation—learning a second culture—rather than assimilation—being absorbed and made alike. He documents his statements with case histories, frequently using the actual words of persons interviewed. Madsen sees acculturation as a complex phenomenon, and he notes "Every Mexican-American in Hidalgo County cannot be neatly classified." Since the information which is the basis for this book is several years old, André Guerrero's epilogue brings the reader up-to-date on recent events in Hidalgo County. He discussed the Chicano movement, farm worker's strikes, and student demonstrations of the 1960s. In a book of this type, it is important that both the writer and the reader avoid drawing conclusions which may lead to or reinforce stereotypes, although Madsen himself states, "My purpose in writing this report was not to make generalizations about all minority groups or all Mexican-Americans."

☆**The Mexican Experience: A Social Studies Approach to Art and Architecture.** Neal Finer; illustrated by Neal Finer and Patti Hill. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. Teacher's Guide: 112pp. \$1.60; Resource Material: 68pp. \$1.40 (paperbound). English: HS.

Dr. Finer presents an overview for a total social studies course on Mexican culture at the secondary level and then outlines eight detailed lessons to be incorporated in that course. The lessons focus on Mexican art and architecture from ancient to modern times. Mexican influence on the art and architecture of the United States is also covered. The primary goal of the lessons is to develop an appreciation and understanding of Mexican culture. As a creative project the students are asked to make an article representative of Mexican popular arts—pottery, weaving, tinwork, etc. The *Teacher's Guide* provides the lesson plans and abundant bibliographic information. *Resource Material* has maps, charts, and illustrations to be used as visual aids; the pages are perforated and punched for a three-ring binder. Dr. Finer recommends Clark C. Gill and Julia Mellenbruch's *Handbook on Mexico for Elementary and Secondary Teachers*, also published by DACBE, as a source for other lessons.

Mexican Indian Costumes. Donald and Dorothy Cordry; photographs by Donald Cordry. University of Texas Press, Box 7819, University Station, Austin, Texas 78712. © 1968. 374pp. \$17.50 (clothbound). English: General Interest.

Bright colors, elaborate weaving techniques, beautiful embroidery—all these qualities characterize the Indian costumes of Mexico. The Cordrys have studied the attire of Mexico's Indians for over thirty years. Their definitive study on the subject examines the general history of the costumes and details the characteristic dress of some twenty-seven villages and linguistic groups. The book is illustrated with 276 plates, sixteen in color as well as detailed drawings and maps. A bibliography and index are provided.

The Mexicans in America. Jane Pinchot. Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401. © 1973. 99pp. \$3.95 (hardbound). English: Upper

Elementary-JHS.

Part of *The In America Series*.

The Mexicans in America is a historical overview of the Mexican American written for children. Ms. Pinchot begins with the meeting of Cortés and Moctezuma and traces the heritage of the Mexican American to contemporary times. She discusses the economic, political, and social development of the southwestern United States and the role of the Mexican American in the process. Part IV, "Individuals and Their Achievements," describes outstanding Mexican Americans in various fields- ambassadors, members of Congress, community leaders, writers, scholars, sports figures, entertainers. The book is illustrated with black and white photographs, maps, and art reproductions. Occasional strong, unobjective statements may be offensive to some readers.

Mexico's Art and Chicano Artists. Written and illustrated by Raymond Barrio. Ventura Press, P.O. Box 2268, Sunnyvale, California 94087. © 1975. 70pp. \$2.00 (paperbound). English: Library Resource; HS: Adult.

A highly personal and readable account of Mexico's art and Chicano artists. Mr. Barrio's spontaneous, conversational style blends art with history. He comments on the rapacity of the Spaniards, racism in the United States, and the inequities in the American educational system. But his main focus remains art, and his enthusiasm is contagious. For example, he describes the muralist movement of the 1920s: "Here ideas long dormant, long suppressed, burst out into the open, into angry, riotous, delicious, muted, rich color, into joyful cries, into strong proud *Gritos* against inhumanity and injustice and all evilness." Almost half the book discusses the cultural achievements of the native peoples of Mexico before the arrival of Cortés. The author feels that "Christian art of (the) three Colonial centuries, even by Mexican artists, is a pale imitation of European art" so

he jumps from the sixteenth to the nineteenth century in one page. He praises Rivera, Siqueiros, and Orozco but is critical of O'Gorman's library facade at La Ciudad Universitaria. The final chapters highlight outstanding Chicano artists as well as publications and places which are encouraging Mexican American art. The book is illustrated with the artist's black and white drawings.

Mi cuaderno, número uno. Élica Wills; illustrated by Antonio E. García. National Textbook Company, 259 Niles Center Road, Skokie, Illinois 60067. ©1975. 68pp. \$2.00 net; 5 or more, \$1.50 net each. (paperbound). Spanish: Primary-Intermediate.

One of three supplementary workbooks, *Mi cuaderno, número uno*, can be used in any elementary classroom but particularly in the bilingual classroom "with students who have already learned the sound-letter correspondence of the Spanish alphabet and who are beginning to read standard Spanish." The various coloring, counting, reading and writing exercises are directed to building the child's vocabulary of practical words as well as to helping the child follow directions in Spanish, discriminate correct responses, and practice simple grammatical construction. The workbook treats animals, colors, numbers, food, professions, noun-adjective agreement, and present tense subject-verb agreement. With its short sentences and easy-to-read print, the text is well suited to the needs of beginners in reading.

Mi diccionario ilustrado, edición bilingüe/My Pictionary, Bilingual Edition. Second Edition. Federico Aquino-Bermúdez, et al. Scott, Foresman and Company, Glenview, Illinois 60025. © 1974. 96pp. \$1.53 (softbound). Spanish and English: Primary.

Accompanying book: *Libro de actividades/Activity Book*. (Suggestions for the teacher) 48pp. \$0.66 (softbound).

This is the revised edition of a picture dictionary suitable for use in the primary grades. It has words divided into topical sections: *Las personas*, *Los animales*, *Los personajes de los cuentos*, *Lo que hacemos*, *Las cosas*, *Los lugares/Los sitios*, *Los colores*, *Los números*, *Las palabras que nos ayudan*. Changes in the modern culture are reflected in many illustrations and vocabulary captions; men and women, boys and girls, are depicted in less stereotypical occupations; English words in many illustrations are now in Spanish, including children's names. Objects and scenery have been adapted to those which might be more familiar to more children. The number of words has been increased; therefore the index has been redone.

Minorities: What's a Minority? (Film) Authur Mann, educational collaborator. Coronet Instructional Media, 65 E. South Water Street, Chicago, Illinois 60601. © 1971. 13½ minutes. 16mm. sound, color/b&w. \$175.00 (color), \$87.50 (b&w). Preview available. English: JHS-HS; College.

This film is one of a series documenting aspects of the lives of members of racial, ethnic and religious minorities in the United States. The point is made that in some way everyone is a member of a minority group and that there really is no majority in the United States. The persons presenting the various viewpoints are seen as the "person in the street" and no particular cases are examined in this overview presentation. Discussion would be appropriate in social studies, ethnic studies, government or similar classes, as well as with adults in various settings.

Mi primer diccionario ilustrado de inglés. Revised Edition. Dixon and Fox. Regents Publishing Company, Inc., 2 Park Avenue, New York, N.Y. 10016. © 1974. 67pp. \$1.95 (paperbound). English as a second language (ESL): Elementary.

This dictionary, useful in bilingual or ESL classes, contains a basic vocabulary of the 348 English words used most frequently

by English speaking children. Each word in the dictionary is defined in two ways: an illustration and two simple sentences in both English and Spanish describing the use of the word. The dictionary also contains a list of 800 vocabulary words in English and Spanish.

Mis primeras lecturas. José Leopoldo Romero, Carmen Salazar, Sara de Valdez; William E. Spaulding, coordinating editor. Houghton-Mifflin Company, 110 Tremont Street, Boston, Massachusetts 08528. © 1970. Teacher's Guide, thematic picture cards, picture and word cards, boxes for sorting, twenty-five pupil workbooks and twenty-five sets of twelve readers: \$104.97. Items are available individually. Spanish: Beginning Reading—Grade 1.

Based on the English language pre-reading program *Getting Ready to Read*, this program is designed to teach reading in Spanish to the Spanish speaking child. It is expected that the program will be taught by Spanish speaking instructors; therefore all materials are in Spanish. The basic text, *Preparándose para leer*, uses two basic decoding techniques—context and initial sounds of words. The skills taught can then be transferred to the reading of other languages, as English, using the meaning of spoken context, distinguishing letter forms, distinguishing sounds, associating letters and sounds, using meaning and letter-sound associations to identify printed words and recognizing high-frequency words.

Mis primeros cuentos. Libro del maestro. Pablo Ozaeta; edited by Marjorie A. Frank and Luz Paredes Lono. Illustrated by Dee Sussman. Institute of Modern Languages (IML), 2622-24 Pittman Drive, Silver Springs, Maryland 20910. © 1975. Reader, 90 pages, \$4.95; Teacher's Guide, 24 pages, \$7.95 (paperbound). Spanish: Primary-Intermediate.

"*Mis primeros cuentos*, with its accompanying *Libro del maestro*, has been designed to provide Spanish-dominant children and students in a Spanish FLES program with their first book of stories in Spanish." The nine stories have been taken from Grimm's fairy tales. Each story is divided into several parts, and lists of vocabulary words, conversational topics, and discussion and hypothetical questions are provided for each section in the *Libro del maestro*. New words or phrases are explained in the text and with drawings as they appear throughout each story. In some instances, the grammatical forms used are those more common to Spain than to Mexico: *Id a buscar, no tardéis mucho en regresar, abridme la puerta, soy vuestra mamá*.

"Prior to publication, *Mis primeros cuentos* was used extensively in Laredo, Texas, in a bilingual Language Arts program."

Mochito: The Story of an Ordinary Dog/Mochito: Historia de un perrito ordinario. Nelly Canepari; Spanish translation by Edith Rusconi Kaltovich. Photographs by Jorge Schneider. Prism Press. 13977 Penrod, Detroit, Michigan 48223. ©1975. 40pp. \$4.50 (library bound). English and Spanish: Primary; Elementary.

Originally published in Argentina, this picture book tells the story of a little dog who doesn't resemble his parents or siblings. In fact, he is a very ordinary-looking dog. He is so ordinary-looking that nobody wants him, and he runs away to better his fortune.

Black and white photographs are effectively used to illustrate the story. Spanish and English text is on the same or facing pages.

The Monster Books for Beginning Readers/Los libros de Monstruo. Ellen Blance and Ann Cook; Spanish translation by Yolanda Bogaert and Ana S. Covarrubias. Illustrated by Quentin Blake. Bowmar Publishing Corporation, 622 Rodier Drive, Glen-

dale, California 91201. ©1974 (Spanish edition). Twelve booklets, 32pp. each. \$11.40 for the set (paperbound); includes a Teacher's Guide. Spanish: Beginning Reading (Grade 1); Interest levels K-6.

This is a series of twelve adventures about a friendly monster and his friends. The English edition (Bowmar, 1973) vocabulary was chosen from words used by children of five to seven years of age as they told about the adventures of Monster. The stories all take place in an urban setting and progress in difficulty. The series is most effective with children who have developed a limited sight vocabulary; unknown words can be identified by the element of predictability as the written language of the plot closely follows spoken language. The Spanish edition is somewhat awkward, although the vocabulary is in the range of primary grade children. The cartoon-like illustrations are soft-bright water colors and follow the gentle humor of the stories.

Monstruo viene a la ciudad (Monster Comes to the City)

Monstruo busca una casa (Monster Looks for a House)

Monstruo limpia su casa (Monster Cleans His House)

Monstruo busca un amigo (Monster Looks for a Friend)

Monstruo conoce a la Señorita Monstruo (Monster Meets Lady Monster)

Monstruo y la sombrilla mágica (Monster and the Magic Umbrella)

Monstruo va al museo (Monster Goes to the Museum)

Monstruo en el autobús (Monster on the Bus)

Monstruo va a la escuela (Monster Goes to School)

Monstruo da una fiesta (Monster Has a Party)

Monstruo va al zoológico (Monster Goes to the Zoo)

Mother Goose on the Rio Grande. Frances Alexander; illustrated by Charlotte Baker. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60067. ©1973. 90pp. \$2.45 net, 5 or more \$1.96 net each, (paperbound). English and Spanish: Primary.

☛ "The notion of *Mother Goose on the Rio Grande* is a colorful portrayal of the interplay of language and culture between Mexico and the American Southwest that has taken place for more than a hundred years." The rhymes and riddles are illustrated with black ink sketches, with facing pages in English and Spanish. Games, common to both sides of the Rio Grande, are included. The use of two languages concurrently makes this book suitable in ESL or SSL programs.

Motor Vehicle Dictionary/Diccionario Arco del automotor. Edited and compiled by Robert F. Lima. Arco Publishing Company, Inc., 219 Park Avenue South, New York, N.Y. 10003. © 1962, 1969. 362pp. \$12.50 (hardbound). English and Spanish. General Interest.

A worthwhile investment and valuable "tool" to driver education teachers and students, car dealers, car owners, and mechanics, this publication may be recognized as the only dual language dictionary with over 40,000 entries in both Spanish and English. The book lends itself as a ready reference covering hundreds of automotive terms in common usage. It is of particular use in high school or adult auto mechanics classes in a bilingual setting. Local idioms used in Spanish-speaking countries have been translated into their English automotive equivalents. The editor, Robert F. Lima, is a recognized authority in the automotive industry.

Móvil de colores y formas. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. © 1974. Color mobile (22" by 30"). \$4.25. Spanish and English: Preschool-Grade 1.

This colorful mobile is made up of ten cardboard pieces. The pieces are in ten basic colors and six basic shapes and can be used by the bilingual teacher to introduce and reinforce these concepts at the early childhood level. Children can use the mo-

bile to identify and match colors and shapes. Each piece has the words showing its color and shape printed on it.

Multiethnic Studies for the Elementary School Classroom. Pat Markevich and Shelly Spiegel. Edited by Cathy Atwood; illustrated by Bea Bustamante. Education in Motion, P.O. Box 224, Pico Rivera, California 90660. ©1975. 229pp. \$19.95, 6% tax, postage and handling. (Vinyl 3-ring binder). English: Elementary Teachers; Parents; Library Resource.

This collection of resources materials represents the major cultural groups of the United States—Asian Americans, Eurasian Americans, Afro-Americans, Native Americans, and People of the Americas (Mestizos). The sections furnish information on food, games, holidays, prominent people, and arts and crafts. In addition, songs with musical notation and annotated bibliographies are provided. Clear illustrations with simple instructions make the art activities easy to use. Since much of the creative material for arts and crafts is included in the manual, the teacher needs to provide only basic supplies such as paint, clay, yarn, glue, etc. Although the book is copyrighted, the authors have allowed pages to be reproduced for classroom use. The ring-binder format allows several teachers to share one manual, if necessary.

El mundo de los niños. (Spanish edition of *Childcraft*.) Salvat Editores, S.A. (Barcelona). Distributed in the United States by Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago, Illinois 60654. ©1973. 15 volumes; approximately 300 pages per volume. \$152.50 (includes transportation). Spanish: Preschool-Grade 6.

This translation and adaptation of universal concepts into world Spanish, from the English resource library *Childcraft* (Field Enterprises, 1973), is arranged in broad areas of interest to children. The vocabulary is generally at the listening level of chil-

dren ages 3-7, and at reading levels of grades 3-6. The set is extensively illustrated in color—photographs, paintings, drawings—and sturdily bound for library or classroom use. Activity and discovery are stressed throughout the volumes, providing a bridge between home and school; a guide for parents about children and the use of the books is provided in Volume 15. Following are volumes and contents:

Volume 1. *Poesías y canciones* contains traditional and modern verses in Spanish, of Hispanic origin, vividly illustrated in many styles.

Volume 2. *Cuentos y fábulas* includes a large variety of animal tales, fairy tales, folk tales, myths and legends, and modern stories from many countries.

Volume 3. *Niños de todo el mundo* provides contemporary stories written for children in many countries, including some original stories from the Hispanic world.

Volume 4. *La tierra y el espacio* presents lucid explanations of natural wonders on the earth, the moon, on other planets and in space.

Volume 5. *Los animales* includes a large number of illustrations of common and exotic animals, with simple descriptions of their salient characteristics.

Volume 6. *Las plantas* explores the world of plants and the roles they play in the ecology.

Volume 7. *Cómo funcionan las cosas* explains and generously illustrates how hundreds of items work and how they are made, distributed, sold and used.

Volume 8. *Cómo se hacen las cosas* tells about products and their uses.

Volume 9. *Qué hace la gente* describes people at work—their occupations and vocations, as well as leisure pastimes.

Volume 10. *Lugares maravillosos* provides pictures of many famous places around the world and introduces the variety of cultures they represent.

Volume 11. *Hazlo tú mismo* provides instructions and detailed illustrations of hundreds of creative activities for preschool and primary grade children.

Volume 12. *Mira y aprende* presents a large variety of examples

of visual communication which stimulate interest and learning in young children.

Volume 13. *Descubre el arte* introduces the child visually to the world of the arts, presenting over two hundred works of art by nearly as many artists from around the world and of different periods.

Volume 14. *Cómo soy yo* helps the child to understand himself physically, emotionally, socially and in the area of his thoughts; the several hundred illustrations—photographs, diagrams and drawings—include major systems and organs of the child's body.

Volume 15. *Guía para los padres* deals with childhood growth and development, including a medical guide, and an index-guide to the use of the various books.

El mundo del trabajo. (Multi-media) Thomas S. Snyder, Gerald Madigan, and Joan Thames. EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota 55101. ©1975. \$75.00, includes Teacher's Guide, four filmstrips, four cassettes. Spanish: Elementary.

Based on: *Career Development for Primary Graders*.

The materials and activities contained in this program are directed to helping children develop an awareness of the world of work and of the various professions. Divided into five parts, the first four parts include a sound filmstrip and related discussion questions and activities. The last part contains additional ideas that address the needs and interests of the students. Titles of the filmstrips are: *La gente hace la escuela*, *Trabajo conjunto en una fábrica de juguetes*, *Trabajando en una línea aérea*, *¡Cuidado mundo... que aquí vengo!*

My Brown Bag Book. June Beïrens; Spanish translation by María Consuelo Pérez. Photographs by Michele and Tom Grimm. Jay Alden Publishers, 546 South Hofgaarden Street,

La Puente, California 91744. ©1974. 38pp. \$5.27 (hardbound). English and Spanish: Primary.

This is a story book about things to do with a brown paper bag. Translation of the text is on self adhesive strips which are provided separately. The translations can be affixed to the book as the user sees fit—on the same page with the English text, or covering the English text, or on the facing page. As supplemental material, it may be used in bilingual classrooms for independent reading. In addition, children may find it fun to do the various brown paper bag activities, at little expense to the teachers.

The Myth of Cultural Deprivation. Edited by Nell Keddie. Penguin Books, Inc., 72 Fifth Avenue, New York, N.Y. 10011. ©1973. 150pp. \$1.75 (paperbound). English: Educators.

The appropriateness and consequences of the concept of cultural deprivation are discussed in this collection of seven scholarly papers. The general theme is that educational labels are socially constructed and, consequently, reflect the mainstream society's biases and limitations. In the past, researchers have treated the child as an asocial being whose intellectual and emotional attributes could be objectively, scientifically tested. The essays in this book maintain that the child is a social being constantly responding to and interacting with a variety of persons and things around him. A conventional test battery fails to reflect his total life situation. These writers feel it is not the children, but the educational system which is culturally deprived. Schools tend to view children only through the eyes of mainstream society; "It would be more sensible to consider how to make teachers more bicultural, more like the children they teach." Included is an Introduction by Nell Keddie and papers by William Labov, Jane Torrey, Estelle Fuchs, Neil Postman, Margaret Mead, Thomas Gladwin, and Charles O. Frake.

Myths and Gods of Ancient Mexico. (Posters) Written and illustrated by Vincent P. Rascón. Educational Consortium of America, P.O. Box 1057, Menlo Park, California 94025. © 1975. 12 color posters (11" by 24"). \$10.00 set. Spanish and English: JHS-HS. Similar study prints: *Crafts and Customs of Oaxaca; Una perspectiva de México: Its People, Places and History.*

A study print set of twelve full color drawings, each of the posters has an English and Spanish text on the author's interpretation of the myths and legends of the Olmec, Toltec, and Maya. The posters are informational and suitable for use in any social studies course on Mexican culture, particularly in a bilingual setting.

National Geographic World. National Geographic Society: Special Publications and School Services Division, 17th and M Streets, N.W., Washington, D.C. 20036. © 1975. Monthly. 32pp. \$4.85 subscription (12 issues): Canada and Mexico \$5.50; elsewhere \$5.85. English: Upper Elementary-JHS.

Animals, nature and adventure fill this new magazine for children. Full-color photographs and artwork on each page of the publication illustrate articles on backpacking, the eruption of Mount Vesuvius and forest fire-fighting. Pictorial essays and activities fill the magazine. Far-Out Facts, Kids Did It!, What in the World, show the reader unusual and interesting facts. An activity based on the backpacking article, a three-second sequence shot of an event on parallel bars, a feature on Indian customs relating to cobras, and an identification activity of "Oddball Eyes" round out the magazine. The intercultural aspects of *World* as well as the universality of subjects treated are of interest to the multicultural aspect of bilingual programs.

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NATURALLY SPEAKING. (Sound filmstrips) English narration and photography by Malcolm Wittman; Spanish narration by José Fernández-Romero. Prima Education Products, a Division of Hudson Photographic Industries, Irvington-on-Hudson, New York, N.Y. 10533. © 1973. \$64.00, includes four color filmstrips with both English and Spanish narration, teacher manuals. \$16.00, individual titles with cassettes. English and Spanish: Elementary—Language Arts, Social Studies.

This set of filmstrips uses the beauties of nature to stimulate conversation and discussion. The sensitive narrator expresses his thoughts and emotions in an unembarrassed, personal manner. His feelings lead children to examine and share their own thoughts and questions about the world around them. The series may be used to stimulate oral or written activities.

Feelings in a Forest. 9.5 minutes. 51 frames.

The narrator has just said good-by to a friend and is sad. A walk in an autumn forest lifts his spirits. Beautiful photographs of the natural colors of Fall are presented throughout the film.

Water Brook Songs. 8.75 minutes. 42 frames.

To escape hectic city life, the narrator visits a beautiful brook on a summer morning. He describes the sights and sounds he experiences.

The Working Sea, Wind and Sand. 8.75 minutes. 43 frames.

The narrator studies the sea, wind, and sand—noting how they always change, always remain the same.

Sounds of Silence at a Pond. 9.5 minutes. 42 frames.

The silence of a pond in summer is both pleasing and disturbing to the narrator. He thinks of other seasons and their distinctive sounds, but he learns "to listen and to enjoy the silence."

Nayajo and Hopi Weaving Techniques. Mary Pendleton. Macmillan Publishing Co., Inc., 866 Third Avenue, New York, N.Y.

10022. © 1974. 157pp. \$9.95 (hardbound); \$4.95 (paperbound). English: General Interest.

Mary Pendleton, a world famous craftsman and a master weaver, has worked with the Hopi and Navajo weavers for more than fifteen years, learning their techniques and designs and teaching them to others. Navajo and Hopi weaving designs are mythical representations of their everyday life. This volume provides clear, step-by-step instructions and illustrations for the different designs. Also included are instructions on how to make a loom, information about supplies and tools, and explanations of different weaves and weaving methods.

Navajo Biographies; Volumes I and II. Virginia Hoffman; illustrated by Hoke Denetsosie, Andy Tsinajinnie and Clifford Beck, Jr., Navajo Curriculum Center Press, 2218 East Magnolia, Phoenix, Arizona 85034. © 1974 (School Board, Inc., Rough Rock, Arizona). 208pp. (Volume I). \$8.00 each volume (hardbound). English: General Interest.

Volume I includes biographies of eight selected leaders of the Navajo people from 1700-1900; eight more will be included in *Volume II*, which will cover modern leaders since 1900 (due Spring, 1975). The men and women were chosen to provide insight into the individuals whose lives, values and history affected that of the Navajo tribe during the last 200 years. A pronunciation guide and a bibliography follow illustrated biographies of Narbona, Antonio Cebolla Sandoval, Zarcillos Largos, Manuelito, Barboncito, Ganado Mucho, Jesús Arviso and Henry Chee Dodge.

New Lives in the New World. Edited by Dan Allen and Richard Hall. Collier Macmillan International, Inc., 866 Third Avenue, New York, N.Y. 10022. © 1975. 67pp. \$1.60; 25 percent school discount (paperbound). English: JHS-HS.

Collier Macmillan English Readers Program. Similar book: *Fun with English*.

Eight selections are given in this anthology by and about people who emigrated to the United States. They are stories about people from many national backgrounds, including Japan, Puerto Rico, Russia, Greece, Syria, and Austria. The book has a 4000-word vocabulary, and the stories are arranged in order of approximate difficulty. All of the stories are unique and interesting, and they cover a wide range of topics such as poverty, love, war, prejudice and loneliness. It could be used as a supplementary book in any reading program for young adults.

New York State: History and Culture. (Sound filmstrips) Educational Dimensions Corporation, Box 126, Stamford, Connecticut 06904. ©1974. \$90.00, includes four color filmstrips, approximately 80 frames or 18 minutes each, Teacher's Guide, four cassettes. Cassette recordings in either English or Spanish; Teacher's Guide in English; Secondary.

Four hundred fifty years of the history of the "Empire State" are explained, described and illustrated by this audio-visual presentation. Photographs of actual scenes as well as of paintings, objects, persons, etc. trace events through the filmstrips. Only the English script is provided in the guide, which incorporates a number of activity suggestions, as well as a list of objectives, a summary of contents, and an introduction to the program. Parts I and II include a history of the Empire State from the early days of the Huron, the Algonquin, and the Iroquois to the building of the Erie Canal which connected the Port of New York City to the Great Lakes. The Industrial Revolution, as it affected New York State, and the growth of the cities partly through the influx of immigrants to their positions of leadership are also analyzed. Part III is a cultural history of the state; Indian arts and crafts, giants of American literature, various styles of art, and modern architecture. Part

IV describes New York's role as an ethnic "melting pot" in which groups have "retained national identity, while fighting into the mainstream of American life and contributing to New York's varied culture" throughout its history.

Niños de dos culturas. (Film) Developed by the Spanish Dame Bilingual Bicultural Project, ESEA Title VII and the Office of the Santa Clara County Superintendent of Schools; produced by Variation Associates. Inquiries should be directed to: Office of the Santa Clara County Superintendent of Schools, Attn: Toni Micotti, Project Manager, 100 Skyport Drive, San Jose, California 95110. 1975. 15 minutes; 16mm color, sound. \$175.00 plus shipping (and 6% sales tax where applicable). English: Educators; Parents; Home Tutors.

☆Teaching and training materials for this program are available from the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. *Daily Curriculum Guide: A Preschool Program for the Spanish-speaking Child.* Contact the DACBE for prices and description.

This informal training film was designed to show a bilingual home-involvement program for preschoolers in action. Focusing on one day's activities for a home tutor, the film provides information about the five-year pilot program and reflects its main objectives: to demonstrate a home teaching procedure for improving readiness skills in three- to five-year olds; to train bilingual women from the community as home tutors; to train mothers of project children to better teach their children; and to develop a bilingual Spanish-English curriculum and an English as a Second Language curriculum. The program is of use in home, head-start and other early childhood or preschool programs.

No Hot Water Tonight. Jean Bodman and Michael Lanzano. Collier Macmillan International, Inc., 866 Third Avenue, New

York, N.Y. 10022. ©1975. 187pp. \$3.95 (paperbound).
English: HS; Adults.
Collier Macmillan English Readers Program.

The selections offered in this book are delightful and interesting to read, and they provide a realistic insight into current urban problems in the United States. The book contains readings with controlled vocabulary and adult context making for an excellent selection for use in adult English as a second language courses. Each chapter contains a motivational section, vocabulary section, comprehension exercises, vocabulary exercises, and "coping skill" exercises.

No Read Math Activities, Volumes I-III. Donald Buckeye. Midwest Publications Co., Inc., P.O. Box 129, Troy, Michigan 48084. Vol. I ©1972; Vol. II ©1973; Vol. III ©1974. 198 cards (6" by 9") per volume. \$29.00 each. English: Elementary-JHS.

These sets of activity cards are designed for the child with limited reading ability. The student looks at the artwork on each card, and with a few oral instructions from the teacher he can perform the particular math task illustrated on the card. Instructions to the teacher are printed on the back of each card. The activities are in key-sort form and may be combined in various ways to teach different skills. As an aid to the teacher in selecting activities, each card has a code number indicating topic (sets, fractions, etc.), subtopic (decimals, percentage, etc.), and degree of difficulty. Materials required are usually readily available in the classroom.

North from Mexico: Exploration and Heritage. (Film) Carey McWilliams. Greenwood Press, 51 Riverside Avenue, Westport, Connecticut 06880. ©1975. 20 minutes; 16mm. color. \$250.00. English: JHS-HS; General Interest.

The author of the popular textbook has documented visually in anecdotal-descriptive style the fundamental historical aspects of the Mexican American experience in the Southwest (U.S.). The Hispanic, Spanish and Mexican Indian-heritage of the Southwest is described in some detail, with an emphasis on human interaction and reaction effects. The commentary is not entirely objective, but provides much insight and understanding of past and present history. The technical production of the film is of professional quality. The film can be used either as a part of a school curriculum, for teacher development, or as an informative film on a subject of general interest.

NTC DUPLICATING MASTERS SERIES. National Textbook Co., 8259 Niles Center Road, Skokie, Illinois 60076. ©1974. Set of five books; \$25.00 per set (paperbound). Individual prices and paging listed below for each title. Spanish and English: Elementary-HS.

Supplementary reinforcement and enrichment material for use in Spanish as a second language classrooms. These word games are designed to review and enlarge vocabulary in a different and interesting way for the student. An answer key is provided for each set of materials. Individual titles follow.

Buscapalabras. Robert Decker. 40 masters. \$7.00.

This set of fifty-six games (with teacher's guides) includes fourteen readings. The readings present words used in the puzzles. English translations of difficult words and phrases are provided.

Crucigramas para estudiantes, Set 1 and 2. Jane Burnett. 24 masters per set. \$6.50 each; \$10.00 set.

Each puzzle contains words about one specific subject—the house, clothing, town, food, colors. Puzzles are English to Spanish, Spanish to English, and Spanish to Spanish.

Pasatiempos para ampliar el vocabulario. Cecilia Caycedo de Naber. 24 masters. \$6.50.

The thirty-one word games are for beginning students in grades seven to nine. Each puzzle contains words for a specific subject.

Rompecabezas para estudiantes. Jaime H. Padilla and Maurie N. Taylor. 24 masters. \$6.50.

The forty-two word games and puzzles are in Spanish. For use with junior high and high school students, the games contain idiomatic expressions, proverbs, and riddles.

El nuevo amigo I y II. Cruzada Spanish Publications, P.O. Box 909, Miami, Florida 33165. © 1973. 28pp. Two issues in yearly subscription: \$4.00 each, 1-4 subscriptions; \$2.00 each, 5 or more. One issue for half a year's subscription: \$2.00 each, 1-4 subscriptions; \$1.00 each, 5 or more. Spanish: JHS-HS.

The student workbooks consist of a variety of exercises, such as word games, acrostics, tongue twisters, riddles, cartoons, songs, etc. There are also several short readings followed by exercises based on the reading. A free teacher's guide is provided with each issue.

Numo. Dr. Kenneth Kidd. Midwest Publications Co., Inc., P.O. Box 129, Troy, Michigan 48084. 1969. \$14.95 (60-day free trial period for schools). English: All ages.

These arithmetic bingo games are at twenty-six different levels of difficulty. Game cards are color coded and based on certain mathematical generalizations: adding zero to a number, multiplying by two, working with equivalent fractions, etc. The main purpose of *Numo* is to help students obtain immediate recall of certain facts. The author suggests that the students be taught the mathematical principles before they play *Numo*; the games are to be used as drills. Seven students can play each *Numo* game; one of them is the caller. He calls out numbers representing answers on the players' cards. The first

player to cover four squares in a row wins. Since the cards are printed on both sides with different games, the teacher or the caller must be sure each player has the correct side face up. Although the problems do not require knowledge of English, the cards are labeled in English.

Nuove letture di cultura italiana: A Three-Part Introduction to Italian Culture. Carolina Donadis Lawson; Consulting Editor, Joseph A. Tursi. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. © 1975. 282pp. \$5.75, net; 5 or more, \$4.31 net each. (paperbound). Italian: HS; Adult.

This innovative and relevant Italian reader presents various aspects of Italian culture and heritage, while also giving students of high school and college age the opportunity to acquire skills in understanding, speaking, reading and writing the language. "It was designed for students in second year high school Italian classes and for college students in the second semester of their first year Italian class, but it may also be used as a supplementary text for more advanced levels." The reading selections are divided into three distinct categories: basic Italian culture, biographical profiles and an introduction to Italian fables. The format of this book is such that it is easily adapted to varied uses by the instructor.

The Old Ones of New Mexico. Robert Coles. Photographs by Alex Harris. Anchor Press/Doubleday, Garden City, New York 11531. © 1973, 1975. 104pp. \$2.50 (paperbound). English: HS; Adult.

The author effectively captures the dignity with which the old Spanish American of New Mexico meets life and his situa-

tion. Mr. Coles has interviewed the grandparents of Spanish-speaking children in New Mexico in order to explore how the culture of the Spanish American in New Mexico today remains essentially the same as that of the original Spanish inhabitants who colonized the area during the 16th century. The transcriptions of the interviews reveal a strength and self-respect that make especially questionable the terms "culturally deprived" and "culturally disadvantaged."

Omoteji's Baby Brother. Mary-Joan Gerson; illustrated by Elzia Moon. Henry Z. Walck, Inc., 19 Union Square West, New York, N.Y. 10003. 1974. 48pp. \$5.95 (clothbound). English: Elementary.

Omoteji, a young boy of the Yoruba tribe in Nigeria, spends his mornings going to school and his afternoons helping his mother at her market stall. He works hard, and his family praises him. But now there is a new baby in his home, and his mother will not go to market for a week, until after the baby's naming ceremony. Omoteji has little to do so he goes to his father, his uncle, his aunt. Everyone is busy preparing for the ceremony, and Omoteji feels left out and unimportant. Just as the tears begin to come, Omoteji thinks of a way he too can celebrate the occasion. He will ask the town drummers to play a song to welcome his new brother!

The book is printed in large, easy-to-read type, and is appropriate for library use. Pencil illustrations are highlighted in tones of orange and blue.

Open-Ended Gameboards/Guidebook for OGB Series. Compiled and edited by Professor Frank Bautista. Golden Eagle Educational Material Corporation, 4823 Donovan Drive, Carmichael, California 95608. 1974. Ten gameboards, guide book. \$3.00, each gameboard; \$1.50, guide book. Gameboards (Spanish); Guide book (English); K-6.

These beautifully illustrated gameboards depicting the Mexican culture, are exactly what their title suggests—open ended. Basic suggestions or ideas on how the gameboards may be used are included in the guide book. Each gameboard is directed to a particular subject from the culture of Mexico. The games are: *Xochiquetzal y Xochipilli*, *El maguey*, *La piñata*, and *Jarabe Tapatio*. The guide book offers information concerning each of the cultural aspects of Mexico demonstrated by the gameboards.

Oportunidades actuales de trabajo, Grupo 1. (Sound filmstrips) Singer/SVE—Society for Visual Education, Inc., International Division, 1345 Diversey Parkway, Chicago, Illinois 60614. © 1974. \$49.50, includes six filmstrips (average 58 frames, 15 minutes), three cassettes, six guides; \$44.50 with record option. Spanish: JHS-HS; Adult.

Filminas sonoras en español. Based on *Job Opportunities Now, Group 1*.

An introduction to the world of work, this series attempts to motivate students to establish realistic educational and career goals as well as cooperative work attitudes. Emphasis is on non-professional jobs that do not require a college degree; however, minorities are shown in professional and nonprofessional occupations, which is important in providing models for the minority student. Titles in the series are: *Requisitos en el mercado de empleos*, *Logrando triunfar en el mercado de empleos*, *Oportunidades de trabajo en un restaurante*, *Oportunidades de trabajo en un hospital*, *Oportunidades de trabajo en grandes almacenes*, *Oportunidades de trabajo en un supermercado*.

Oral Language Assessment: An Evaluation of a Modular Teacher Education Program. Manuel Reyes Mazón. Institute for Cultural Pluralism, School of Education, 6402 College Avenue, San Diego, California 92115. ©1973. 126pp. \$3.00 (softbound). English: Professional; Teacher Training.

An oral language assessment sequence of ten instructional modules was field tested at four university sites, three in Texas and one in New Mexico. The modules were designed to provide training in oral language assessment for teachers and future teachers working with children who are "linguistically and culturally different." The effectiveness of the training modules was determined by comparing students' evaluation ratings of taped language samples with mean ratings of the same language samples made by fourteen language experts.

This field test report contains a brief description of the modules, a short review of language tests, general background information on oral language assessment, the results of the field testing, and a summary with recommendations for revisions and expansion of the training modules.

Oral Language Program. Southwestern Cooperative Educational Laboratory, Inc. (SWCEL), 229 Truman Northeast, Albuquerque, New Mexico 87108. 1970. \$175.00, includes classroom set of 150 lessons, packets of pictures, non-consumable realia and a set of puppets. A Teacher's Manual to Accompany the Oral Language Program: 24pp. \$2.00 (paperbound). English (ESL): Ages 3-9, Preschool-Grade 3.

Training is required. Contact SWCEL for training costs and complete details on the program.

This is the third revision of a program of basic oral English communication for children from limited English-speaking backgrounds. It is based in large part on the ESL (English as a second language) instructional materials developed in the early 1960s known as the "H200" project materials. Revisions were based on field testing in the classroom. The program uses English to teach English, although it is not an immersion-type program, and progresses in a sequence recommended by linguists: structure (syntactic and sociolinguistic) in combination with pronunciation (articulatory as well as discriminatory). The program does not deal with written language or reading skills.

Oté: A Puerto Rican Folk Tale. Retold by Pura Belpré; illustrated by Paul Galdone. Pantheon Books, 201 East Fiftieth Street, New York, N.Y. 10022. ©1969. 32pp. \$3.95 (cloth-bound). English: Elementary.

This folktale is appropriate in tone and style for children. Oté and his wife and five children lived in Puerto Rico long ago. In spite of his wife's warnings against the "nearsighted devil", Oté was caught by him one day as he hunted in the forest for food and was forced to take him home and feed him from then on. The family never got enough food to eat again until the youngest child, Chiquitin, listened to a wise old lady's advice for getting the nearsighted devil out of their house once and for all.

Pan-Americana: A Pageant of the Americas. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. 30pp. \$2.50 (paperbound). English (Teacher Guide): HS.

This manual is in effect the script for a dramatic presentation to be performed on April 14, Pan-American Day. As actors portray significant events, the narrator of the pageant describes the discovery of the New World and the history of the region to contemporary times. Numerous cultures are represented—British, Dutch, French, Spanish, Portuguese, Italian, etc. Music, dances, and colorful costumes highlight the presentation. The book includes complete narration, costume illustrations, musical notation, and dance instructions. Teachers will find this manual useful in planning a school pageant or play that will add to the multicultural aspect of a bilingual program.

Pareando objetos, personas y edificios. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. ©1974.

8 building cards (7 1/2" by 7 1/2"), 48 matching cards (2 1/3" by 2 1/3"). \$3.25 set. Spanish and English. Preschool-Grade I.

Although young children will require adult help, either from parents or teachers, in identifying the buildings (the name of the building is printed on the card) and some of the cards showing objects or persons, this game provides an interesting way to help the child develop readiness skills in matching (object or person to building), discrimination (between pictures), categorizations, memory and language. The object of the game is to choose the six objects or persons which are appropriate for each building.

Parent Booklets. Moreno Educational Company, 7050 Belle Glade Lane, San Diego, California 92119. © 1975. Order from the publisher by each individual title: *Job Information for Parents and Students*; *Parents—Learn About Drugs*; *Parents—Learn About Your Teenager*; *Parents—Learn How Children Grow*; *Parents—Your School Involvement Can Help Your Child*; *Parents—Teach Your Children to Learn*; *Teaching Ideas for Parents to Use With Their Children*. 32pp. each. \$0.95 each. Volume prices available. Sample booklets sent upon request at no charge. English and Spanish. Educators; Parents.

Each booklet in this series is specifically designed to help parents understand and guide their children. They are "aimed at increasing parent involvement in the learning process." The concepts offered, such as motivation, memory, developmental stages, reinforcement and competition, are easy to read and understand. Each booklet is written in Spanish and English on facing pages, with simple line drawings also on each page. Practical suggestions for home use are given. The booklet, *Parents—Learn About Drugs*, basically explains the effects of various drugs in a simple manner, but the drawings for this particular booklet seem to be out-of-place, as they are of a "scare-tactic" nature. For general use, these booklets would be useful at parent in-service workshops and classes.

Parenting in 1975: A Listing from PMIC. Parenting Materials Information Center, Early Childhood Division, Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701. ©1975. 174pp. Limited copies available free of charge to institutions. (spiralbound). English: Educators; Parents.

Parenting, for the purposes of this listing, is defined as knowledge and skills in basic child care principles and practices. The terms used to describe the classification of materials are defined; this enables the user to locate and retrieve information through the use of a mechanical "optical coincidence system" which uses a file of punched cards. The listing serves as an intermediate product to provide a means of assessing the comprehensiveness of the collection. Within each category items are arranged by title; author, publication date, paging or form, price and the source are provided. This information service is provided to persons involved in parental involvement, child care and child development, teacher and aide training, researchers and material developers, as well as to parents.

El patito feo. (Film) Hans Christian Andersen. Coronet Instructional Media, 65 E. South Water Street, Chicago, Illinois 60601.

©1953. 11 minutes; 16mm. sound, black and white; \$65.00. Preview available. Spanish: K-Primary.

A Perspective Film. Based on: *The Ugly Duckling.*

The classic story is told in simple narrative with black and white photography illustrating the growth through the seasons of the young swan. This film version is somewhat more realistic than the original form of the story, and lends itself, as such, to supplementary use in a science concepts context. The language level is appropriate for young children who are comfortable in the Spanish language.

Patrick Des Jarlait: The Story of an American Indian Artist. As told to Neva Williams. Color reproductions of Mr. Des Jarlait's paintings. Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401. ©1975. 57pp. \$5.95 (clothbound). English: JHS-HS; Educators; General Interest.

In this book, Mr. Des Jarlait tells the story of his life on the Red Lake Indian Reservation. A variety of traditional Chippewa activities are discussed. This book provides a fascinating insight into the cultural heritage of the Chippewa Indians. Seven beautiful color reproductions of his paintings illustrate his stories.

Pearl Primus' Africa. (Recordings) Pearl Primus. Miller-Brody Productions, Inc., 342 Madison Avenue, New York, N.Y. 10017. ©1970. \$23.00, includes cassettes; \$20.00 with record option. English and African languages: Preschool-HS; Adult.

In these three recordings dancer-anthropologist Pearl Primus presents the legends, folktales, and proverbs of the villages of Africa, interwoven with authentic song and music. On a grant from the Julius Rosenwald Foundation, Miss Primus did extensive research in Africa, lived with the people in the interior villages, shared the experiences of daily life with them, and danced in their ceremonies. Titles include: Mr. Spider's Waistline; The Man Who Would Not Laugh; Do You Know That Drums Can Talk?; and Why Crab Has No Head. Suggested follow-up activities for all age levels are included.

Pedro, the Angel of Olvera Street. Written and illustrated by Leo Politi. Charles Scribner's Sons, 597 5th Avenue, New York, N.Y. 10017. ©1946. 30pp. \$5.95 (hardbound). English and Spanish: Primary.

The setting is Olvera Street in the city of Los Angeles. Pedro's grandfather narrates the story, reflecting on how things

used to be when he was young. The illustrations are somewhat unrealistic in that they invariably show rural situations and persons in rural dress (everybody wears a straw sombrero, sandals, white pants and shirt) in an area which has been an urban center for decades. Nevertheless, the story, depicting the Mexican Christmas tradition, includes songs and could be adapted into a pageant or play.

People at Work. (Sound filmstrip) The Associated Press, for Pathscope Educational Films. Pathscope Educational Films, Inc., 71 Weyman Drive, New Rochelle, N.Y. 10802. © 1975. Each of five programs: filmstrip, English and Spanish cassette tape recording, Teacher's Manual and ten spirit masters. Average 8 minutes each. \$40.00 each program. Preview available. Spanish and English (bilingual): Intermediate.

Titles in the series are: Helping People Solve Problems, Nursing, Repairing Cars and Trucks, Repairing Equipment, Running a Business. Each career-awareness program in this series features speakers and persons in the visuals of various ethnic, economic and age groups. A young person asks questions related to various types of occupations, which are answered thoroughly by narration and illustrative photographs. Spirit duplicating masters present exercises which help to internalize concepts and facts acquired and also a unit review. The manual provides information and lead-in vocabulary, questions for reference, objectives and narration script, as well as follow-up activities and a large variety of development activities for learning in other settings and a list of further readings for teachers and pupils. A skill and activities checklist for each portion of the program is also printed in the manual.

People of the World: Mexico. Larry Cuban and E.H. McCleary. Scott, Foresman and Company, 2000 East Lake Avenue, Glenview, Illinois 60025. © 1972. 136pp. \$1.74 (paperbound). English: JHS.

Part of *People of the World Program* (Japan, India, Kenya, Soviet Union, France). Also available, *Teacher Tactics*, \$1.71.

This cultural studies text is designed to introduce another culture to the student and show how and why the culture is different. The program attempts to guide and encourage the student to consider each culture as complete within itself, to avoid ethnocentrism in judging other cultures, and to be aware of conventional Western stereotypes of people in underdeveloped countries. However, the reading selections, illustrations, and photographs in this book lean heavily towards "picturesque" Mexico, and less on modern Mexico with its large middle class.

Pepito's Speech at the United Nations. Margaret and John Gravers Moore; illustrated by George Overlie. Carolrhoda Books, Inc. 241 First Avenue North, Minneapolis, Minnesota 55401. ©1971. 41pp. \$3.95 (hardbound). English: Elementary.

A little boy finds the simple answer to world agreement and kindness in a single smile. Pepito's dream was to make a speech which would bring peace to the world at the United Nations. Finally his parents agreed to take him to the United Nations, but only as a visitor, not as a speaker. Pepito's dream doesn't quite come true; nevertheless he and those around him do make a beginning toward world peace. This library book may serve as an introduction to the interrelationship of nations.

Personality Development in Two Cultures: A Cross-Cultural Longitudinal Study of School Children in Mexico and the United States. Wayne H. Holtzman, Rogelio Díaz-Guerrero, and Jon D. Swartz. University of Texas Press, P.O. Box 7819, Austin, Texas 78712. ©1975. 427pp. \$15.00 (clothbound). English: Educators.

This book represents an extensive, methodological study comparing the patterns of personality, cognitive and perceptual development of school children in Mexico and the United States. Over eight hundred children in Mexico City and Austin, Texas were tested repeatedly during a six-year period. From the results of the study, the authors propose six major hypotheses: "Americans tend to cope with problems in a more active way; Americans tend to be more dynamic, technological, and external; American cognitive structure tends to be more complex and differentiated; Mexicans tend to be family-centered, and Americans competitive; and Mexicans tend to have a more fatalistic outlook on life."

Una perspectiva de México: Its People, Places and History. (Posters) Gary and María Eugenia Matute Bianchi. Educational Consortium of America, Inc., Box 1057, Menlo Park, California 94025. 1974. 24 study prints (11" by 14"). \$10.00 set. Spanish and English: Upper Elementary-JH. Similar study prints: *Crafts and Customs of Oaxaca, Myths and Gods of Ancient Mexico.*

Aimed specifically at the Mexican American, the content of this series is Mexico and her culture. The twenty-four study prints, in color and black and white, present the complex historical and cultural interweavings and interactions of the Indian, Spaniard and Mestizo, which coalesced and became the heritage of Mexico and of the Chicano and Mexican people of the southwestern United States. The set of prints has an accompanying teacher's guide which contains suggested, related historical themes, as well as concepts and topics for discussion. The prints and teaching activities are designed to encourage a respect for bilingualism and cultural pluralism.

Phonetic Story Books. Written and illustrated by Henry Wenkart. The Wenkart Publishing Company, 4 Shady Hill Square, Cambridge 38, Massachusetts. ©1962. Set of five.

average 23 pages. \$5.25 set (paperbound). Set of five matching workbooks also available. ©1967. Average 32 pages. \$4.25 set (paperbound). English: Primary.

These five supplementary phonetic readers with matching workbooks are designed to teach the recognition of consonant and vowel sounds and symbols. The readers are colorfully illustrated and all of the words are completely phonetic, yet the language is easy and fun to read. The workbooks purposely contain no pictures so that the child must recognize a page by reading it rather than by examining the picture. Included in each workbook are a short Note to the Teacher and a Method for Teaching. Titles of the storybooks are: *At a Zoo*; *The Big Puppet Mix-Up*; *Fun at Camp*; *Get off the Desk!*; *The Man at the Moon*.

A Pima Past. Anna-Moore Shaw. The University of Arizona Press, Box 3398, Tucson, Arizona 85722. ©1974. 262pp. \$3.95 (paperbound). English: JHS-HS.

Mrs. Shaw has written this autobiography in the style of a family saga. The story begins with her grandfather in the time of the influential "Chief" Antonio Azul and progresses through her father's generation into her own. Throughout the unfolding of the events of her family's lives, Mrs. Shaw seeks to integrate Pima customs, beliefs and legends into her story. She presents an awareness of the cultural cross-currents affecting her and her people, and points out the major changes in lifestyle which resulted from the coming of the missionaries. The book may be used to supplement studies of the Southwest, or for reading pleasure.

El Plan de Santa Bárbara. Concilio Chicano; illustrations by Malaquías, Esteban Villa, Alfredo Cruz, and José Montoya. P.O. Box 4818, Santa Barbara, California 93103. ©1970. 154pp. \$2.95 (paperbound). English: College-Adult.

This book represents a collective analysis by Chicano students, faculty and staff from all sectors of higher education in California. It is a statement of Chicano education ideology and examines the role of Chicanos in institutions of higher education.

- ☆ **Planning the Program with the Home Tutor.** Spanish Dame Bilingual Bicultural Project, San Jose, California; Toni Micotti, director. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. 162pp. \$1.90 (paperbound). English: Educators; Paraprofessional home tutors.

Designed for use by the preschool program administrator, this manual accompanies the Spanish Dame School model *Daily Curriculum Guide: A Preschool Program for the Spanish-speaking Child* (DACBE, 1974, 1975; see page 12). The book includes a complete program description and information about selecting and training home tutors. An extensive listing of suggested educational books and other materials comprises over half the manual, which is useful for many types of preschool programs. Forms and evaluation instruments, some in Spanish, used by the original project are provided. The script for the related slide-tape presentation, in English and Spanish, is included in this publication.

Plays from African Folktales. Carol Korty; illustrated by Sandra Cain. Music by Saka Acquaye and Afolabi Ajayi. Charles Scribner's Sons, 597 Fifth Avenue, New York, N.Y. 10017. © 1969, 1975. 128pp. \$6.95 (hardbound). English: Elementary.

The four plays in this book are based on African folktales. Originally they were made up to teach people important things about the place where they lived and about the way to get along

in their society. They were also meant to entertain. This collection of plays is a pleasure to read, humorous, and ideal for acting out. At the end of the book are suggestions for acting, dancing, music and costume, in addition to an extensive indexed bibliography.

Poco. Garry and Vesta Smith; Spanish translation by Leticia Guerrero. Illustrated by Fred Crump, Jr. Blaine Ethridge—Books, 13977 Fenrod Street, Detroit, Michigan 48223. ©1975. 40pp. \$4.50 (library binding). English and Spanish: Elementary. *A Prism Press Book.*

A little cactus wren decides to go to the city to search for his uncle, who meanwhile has been caged by a bird seller. Poco's trip to the city and his adventures at the market-place where he finally finds his uncle are related in this fanciful story. The book is delightfully illustrated with black and white washes.

The story is in Spanish and English, with the text appearing in both languages on the same or facing page. Originally written in English, the Spanish translation of the story is awkward at times, indeed sometimes the translation becomes incongruous due to a too literal translation, for example, "...the cat opened his mouth to pop Poco in...", "...*el gato abrió su boca para reventar (sic) a Poco adentro...*" Also, there are incorrect spellings of Spanish words which cannot be simply typographical errors—*carquados* for *cargados* and *soyoso* for *sollozo* are two such examples. These flaws mar an otherwise entertaining book.

Pomo Indian Basketry. S.A. Barret, The Rio Grande Press Inc., La Casa Escuela, Glorieta, New Mexico 87535. 1970. 310pp. \$10.00 (clothbound). English: General Interest.

Basketry, an important textile art, reached a high stage of perfection among the Pomo Indians of California. This volume

describes in detail the method, techniques, designs and textiles used in the great variety of basketry crafted by the Pomo Indians. The Introduction contains a brief historical description of how the Pomo Indians developed this art. The book was first published in 1908 and contains black and white plates which illustrate the types and designs of basketry. It is a book for reading pleasure, designed to stimulate interest in Indian tradition and lead to arts and crafts activities.

A Portfolio of Outstanding Contemporary American Indians. (Posters) Theodore E.B. Wood, Ph.D.; illustrated by Robert M. Blanchard. Educational Consortium of America, Inc., Box 1057, Menlo Park, California 94025. ©1974. 24 study prints (11" by 14"). \$10.00-set. English: JHS-HS; General Interest.

Billy Mills, La Donna Harris, Barney Old Coyote, and twenty-one other contemporary American Indians are portrayed in this portfolio of study prints. Each print features an attractive black and white illustration plus a brief sketch of tribal and biographical information. A wide variety of career choices is presented. The set may be used for classroom display to stimulate further reading and research.

☆ **A Present for Bahe.** Gloria Canyon Redhouse; illustrated by Burel Naha. Blanding Indian Education Curriculum Center, San Juan School District, Blanding, Utah 84511. 1971. 22pp. \$.02 1/2 per page reproduction cost; \$.01 1/2 per page for 10 or more copies from the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. English: Elementary.

When Bahe goes away to boarding school for the first time, he remembers his grandfather's advice to him: "Education is a ladder to success. Climb that ladder, my son." When the Christmas holiday comes and no gift has come to Bahe in the mail he is saddened until his whole family arrives to take him home

with them for a few days—the most wonderful present of all. Line drawings decorate this short, readable story; appropriate for reading and language arts and for school libraries.

Primeros conceptos: 1 y 2. (Multi-media) Scholastic Magazines, Inc.; Ann Morris, Project Director. Order from: Scholastic/Beginning Concepts, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. ©1974. \$69.50 for each complete unit, or \$79.50 with cassette option; \$17.00 per individual sound film-strip combination, or \$19.00 with cassette option. Each unit contains 5 sound-color filmstrip combinations, 5 large foldout books, 34 miniatures of the 5 foldout books, Teacher's Guide (English), and Teacher's Bilingual Reference Guide, Spanish: PK-Primary.

Scholastic Early Childhood Filmstrip Library. Based on *Beginning Concepts*.

Unit One treats the concepts of size, number, color, shape, and texture. Unit Two themes include opposites, position, time, parts of the body, and growth. Familiar objects and activities included in the program serve to extend learning on a variety of experiential levels—visual, kinesthetic, auditory, and sensory.

The miniature foldout books are the children's copies of the filmstrips, while the larger form serves as a wall chart. The cassettes include adult and children's voices, all in Spanish, with appropriate adaptations in words appearing in the multi-ethnic visuals. The teacher's guide, prepared for the original English program, is supplemented by the bilingual reference guide, which provides the Spanish script and vocabulary notes. The program was adopted by Texas in 1974 for use in English and bilingual kindergartens.

Primeros descubrimientos en la ciencia: Los animales. Gretchen B. Teschner; Spanish translation by Carmen Lagos de Signes. The Continental Press, Inc., 2336 Farrington Street, Dallas,

Texas 75207. ©1974. Set includes Teacher Guide, 8 posters (11" by 17"), and 8 worksheet masters. \$5.95 set. Spanish (Teacher Guide in Spanish and English): Elementary.

Based on *First Discoveries in Science: Animals*.

Also by G.B. Teschner: *Primeros descubrimientos en la ciencia: Las plantas*.

These units are designed as an introduction to basic science concepts such as: there are many kinds of animals; animals need food, water, air, and rest; animals live in different places; animals help people. Eight concepts are presented in eight units. Lesson plans for each unit state the objectives for the unit, suggest a teaching procedure for the poster and worksheet, and contain suggestions for additional activities.

Primeros descubrimientos en la ciencia: Las plantas. Gretchen B. Teschner; Spanish translation by Carmen Lagos de Signes. The Continental Press, Inc., 2336 Farrington Street, Dallas, Texas 75207. ©1974. \$5.95. Spanish and English: Elementary. Based on *First Discoveries in Science: Plan's*.

Also by G.B. Teschner: *Primeros descubrimientos en la ciencia: Los animales*.

The unit includes eight charts (17" by 11") colorfully illustrated to present each of the basic science concepts introduced, eight activity worksheets on liquid duplicating masters to reinforce the concepts, and a teacher guide. The teacher guide includes for each unit an introduction, teaching procedures for the charts and worksheets, and additional activities to increase the children's comprehension.

Los primeros pobladores: Hispanic Americans of the Ute Frontier. Frances Leon Swadesh. University of Notre Dame Press, Notre Dame, Indiana 46556. ©1974. 258pp. \$9.95 (cloth-bound), \$3.45 (paperbound). English: Educators; College; General Interest.

A book that enhances the tradition and culture of the Spanish speaking people in the United States, it presents a historical study on the Spanish speaking pioneers who settled the Chama Valley of north central New Mexico during the eighteenth century. The study started in 1960 and was originally done for a doctoral dissertation "Hispanic Americans of the Ute Frontier", University of Chicago, 1966. It is based on a series of interviews with 200 Hispano families of San Juan Basin. The author acknowledges her informants for the accuracy of the unrecorded culture and history, and undertakes to "tell the truth." Nine topics are discussed: New Mexico's Cultural Sequences, Early Chama Valley Settlers, The Mexican Republic and United States Conquest of New Mexico, Population Shifts in the Territorial Period, Hispanic Settlements of San Juan Basin, the Flowering and Decline of San Juan Basin Communities, Hispanic Community Structure, Frontier Spanish Relations, Paths of Change. A Spanish glossary, photographs, index and extended bibliography are also provided.

Proceedings of the First Inter-American Conference on Bilingual Education. Rudolph C. Troike and Nancy Modiano, editors. Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209, 1975. 401pp. \$12.00, (paperbound). Spanish and English: Educators.

The papers offered in this publication were presented at the First Inter-American Conference on Bilingual Education, held in conjunction with the annual meetings of the American Anthropological Association, November 20-22, 1974, in Mexico City. The purpose of the conference and the publication was to share the experiences encountered by countries involved in establishing bilingual education programs. "Over 300 persons from Mexico, Guatemala, Bolivia, Ecuador, Paraguay, Peru, Canada and the United States attended the Conference. The educators, linguists and government officials who presented papers are leading figures in bilingual education in their countries and represented a broad range of professional concerns.

viewpoints, experiences and academic training."

The papers are organized around six topic areas: program goals and models for bilingual education, teaching the second language, teaching in the mother tongue, development of materials for bilingual education, personnel problems in bilingual programs, and research in bilingual education: recent findings and future directions. The papers given under each topic area represent a wide spectrum of interesting viewpoints and experiences. The language used for any one paper is either English or Spanish, with each topic area equally represented by papers in the two languages. If the paper is written in English, a summary of the paper in Spanish is given in a short introduction, and vice versa. This book of proceedings would be a useful and informative tool for any person involved in bilingual education who enjoys discovering special techniques and theories being used in the field.

Program for English Experiences—English as a Second Language for Preschool and Kindergarten. Janet Mena González; illustrated by Hari Walner. Institute of Modern Languages (IML), 2622-24 Pittman Drive, Silver Spring, Maryland 20910, ©1975. 200pp. \$7.95. English: Preschool-Primary.

The teacher's manual is designed to teach English as a second language to young children. The fifty experiences in the program are based on Piaget's theory of cognitive development, focusing on language acquisition through the development of cognitive skills. The affective and cognitive domains are stressed and the program involves the child in "active, self-discovery" practices. Included in the program is a student book, *My Book*, in spirit master form. The child may use the worksheets in *My Book* to create his own books to take home.

Pro Sports Trivia. Lee Pretner. Franklin Wattle, Inc., 730 Fifth Avenue, New York, N.Y. 10019. ©1974. 159pp. \$5.95 (cloth).

bound). English: Intermediate-HS; General Interest.

This collection of questions and answers on such sports as football, baseball, hockey, tennis, basketball and golf, contains many memorable details of highlights in the history of sports. It is abundantly illustrated with photos of famous men in sports events, along with two pictures of famous female tennis professionals.

The Proud Mexicans. Robert Decker and Esther Tiscareño Márquez; illustrated by Marjorie Zaum. Regents Publishing Company, Inc., 2 Park Avenue, New York, N.Y. 10016. © 1976. 256pp. \$3.95 (paperbound). English: JHS-HS.

This book is directed "primarily to the Mexican himself and principally to those Mexicans who . . . require both reading material in English and a background in Mexican culture, . . . who can read English but are unmotivated by ordinary American textbooks, . . . and who demand reading matter that is ethnically relevant." It is suggested for use in several curriculum areas, such as ESL, bilingual cross-cultural education (BCE), Spanish, history, and Chicano studies.

The introduction, *Suggestions for Use*, unfortunately presents a number of oversimplified—not to say simplistic—assumptions regarding feelings and ideas Mexican Americans might be expected to have about themselves or should apparently expect others to harbor about them. Some examples: ". . . it is not uncommon for (the Chicano) to resent the Mexican labels attached to him"; "Occasionally, the Mexican may feel rejected by students outside his ethnic group. He has sensed, perhaps, that some people, through ignorance, actually consider him an inferior human being who is lazy, troublesome, dishonest, etc. He may know so little about his own heritage that he allows himself to have serious doubts concerning his personal worth and that of his people."

The biographical sketches are interesting, despite the fact that the tone sometimes verges on the didactic and the romanti-

cized. Occasionally a quite startling statement pops up: "Today any Mexican who suffers pain is likely to remind himself of the four years during which Cuauhtémoc underwent almost daily torture." Students through high school age, nevertheless, would enjoy the book, because the people featured in the biographies are people whose lives are indeed adventurous, courageous, meaningful, and inspiring.

After each unit, a series of questions is given, along with a list of supplemental activities. Topics treated throughout—art, education, heroism, Indians, inventions, presidents, women, youth, etc.—are listed at the front, with page numbers, and an index with personal and geographical names and foreign words (with pronunciation guides) is provided at the back. The introduction suggests using this book even at college or adult education levels, but while the information presented is interesting and culturally relevant, the tone might be too "young," and the sketches too brief, to make the book really useful to mature students. It could, perhaps be used as a reference book, although even birth and death dates are not consistently supplied.

☆ **PUEDO LEER/I CAN READ.** (Initial Reading in Spanish for Bilingual Children). Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. English: Beginning Reading.

Puedo leer/I Can Read. Charles H. Herbert, Jr. and Anthony R. Sancho. Revised 1972. \$2.95 (paperbound).

Activity Supplement for Puedo leer—Teacher's Guide. Sara López. 1975. 160pp. \$3.00 (paperbound).

Activity Supplement for Puedo leer—Use of Charts. Sara López. 1975. 54-page card set 8 1/2" by 11". \$2.15.

The original teacher's manual for this reading program in Spanish, *Puedo leer—I Can Read*, presents the basic rationale and thirty-four lesson outlines for teaching initial reading in

Spanish to first grade Spanish speaking children. Sections of the manual include pre-reading, concept development and suggestions for activities, games and other devices for teaching reading skills. The method combines phonic and language experience approaches, integrating reading, listening, speaking and writing. The *Activity Supplement* consists of two parts: a teacher's guide and a set of charts on card stock. The teacher's guide provides suggestions for a wider variety of pre-reading activities and approaches—as an expansion in the same sequence—of the original manual; the card set is designed to be used with the section entitled "Introduction of Letters—Consonants." Strategies for the use of the charts are included in the package.

Puedo: 1 y 2. (Multi-media) Scholastic Magazines, Inc.; Ann Morris, Project Director. Order from: Scholastic/I Can, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. © 1974. \$49.50 for each complete unit, or \$57.50 with cassette option; \$17.00 per individual sound-color filmstrip combination, or \$19.00 with cassette option. Each unit includes 4 sound-color filmstrips, 4 full-color posters (27" by 21"), Teacher's Guide/Activity Book (English), and Teacher's Bilingual Reference Guide. Spanish: PK-Primary.

Scholastic Early Childhood Filmstrip Library. Based on *I Can*.

This early learning supplementary program was designed to extend young children's competencies in academic and personal areas, in the school setting. Unit One deals with the themes of music and dance, cooking, making and giving gifts, and fastening things. Unit Two talks about construction and role playing, taking care of oneself, caring for living things, and communicating.

Large posters reproduce a key photograph from each sound filmstrip, and may be used as a visual stimulus for identification of activities relating to each theme. This set is part of a program adopted in Texas in 1974 for use in kindergarten classrooms.

Puerto Rican Perspectives. Edward Mapp, editor; foreword by Herman Badillo. Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08840. 1974. 179pp. \$6.00 (hardbound). English: Educators.

This collection of eighteen essays, ranging from research pieces to more informal articles, reflects a broad spectrum of opinion. The majority of the essays are written by Puerto Ricans who have struggled with the problems presented, and have been working towards a solution. The book is divided into four sections with the following as themes: education, the arts, the community, and the individual. Among the authors and titles included are Alexander Vásquez, "Why Puerto Rican Students Drop Out of School"; Luis Quero-Chiesa, "The Anguish of the Expatriate Writer"; José Betancourt, "Library Service to Puerto Ricans: An Overview"; Celia Vice, "The Puerto Rican Woman in Business."

The Puerto Ricans in America. Ronald J. Larsen. Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401. 1973. 87pp. \$3.95 (hardbound). English: Upper Elementary-JHS.

This publication includes a brief geographical description and history of Puerto Rico, Puerto Rican immigration to the mainland, and the individual contributions of Puerto Ricans to American life and culture.

Puerto Rico en mi corazón. Federico Ribes Tovar; English translation by Anthony Rawlings. Illustrated by Izzy Sanabria. Plus Ultra Educational Publishers, Inc., 137 West 14th Street, New York, N.Y. 10011. 1972. 32pp. \$2.45 (paperbound). Spanish and English: Upper Elementary-HS; Adult; General Interest.

This is a concise, short and readable historical and cultural description of Puerto Rico. A map at the beginning helps to picture the locales described. Half a page is dedicated to each topic, with the other half being the translation of the same text; the facing full page is an illustration, in three colors, of the topic. English translations often use Spanish words for which there is no English equivalent, therefore these cannot be used to help understand unfamiliar words. Theme titles include: The Discovery of Puerto Rico, Ponce de León and the Colonization Privateers and Pirates, the Jibaro, Musical Instruments, The Puerto Rican Kitchen, Paso Fino Horses, The Cockpit, The Coqui, The Puerto Rican Parrot, The Hammock.

Puerto Rico--History and Culture. (Sound filmstrip) Script and photographs by Edward Dubrowsky. Urban Media Materials, Inc., 212 Mineola Avenue, Roslyn Heights, New York 11577. ©1969. \$36.50, includes one filmstrip on history, one filmstrip on culture, cassette and script in Spanish and English: \$32.50 with record option. English and Spanish: Upper Elementary-HS.

Sound-filmstrip presentations on the history and culture of Puerto Rico run 9 1/2 minutes in English and 11 minutes in Spanish. Recordings have audible and inaudible signals. The printed script is keyed to the filmstrip with only a few exceptions. Since the programs are brief, they tend to be very general, providing some superficial information about Puerto Rico. For example, the United States is shown primarily as the material benefactor of the island; other aspects of the relationship are not explored.

Puerto Rico: Island of Contrasts. Geraldo Rivera; illustrated by William Negrón. Parents' Magazine Press, 52 Vanderbilt Avenue, New York, N.Y. 10017. ©1973. 64pp. \$4.59 (hardbound). English: Upper Elementary.

About 500 years of Puerto Rico's complex economic, political, and social history are examined and treated in a personal but objective manner. The subjects examined include: the Spanish conquest, commonwealth status under the U.S., everyday family life, education, sports, holidays, life on the mainland and "What is a Puerto Rican today?" There is a literary portrait of a typical Puerto Rican family's life-style. The many historical references are very informative.

¿Qué tiempo hace? Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. © 1974. Set of cards. \$3.75 (boxed). Spanish: Elementary.

This set consists of six picture cards, six temperature cards, and eight cards with descriptive words. The materials are packaged in a stand-up box (9 1/4" by 6 1/8" by 1 1/4") so weather information can be displayed. The students rearrange the cards every day to describe current conditions. A direction sheet in English and Spanish is included. This program is designed to extend young children's competencies in science in a bilingual setting.

¿Qué voy a ser? Manuel Escamilla; illustrated by Terri Padilla and Robert López for the Colorado Migrant Council. Totinem Publishing Inc., 4036 Morrison Road, Denver, Colorado 80219. © 1970. 25pp. \$.50 (softbound). Spanish: Preschool.

This little story is about what to be "when I grow up." The author states that the story contains the philosophy of the Colorado Migrant Council on the use of Spanish, which is to use "Chicano" Spanish rather than "classroom" Spanish with the very young child in order to make the transition from home to school easier for him. The CMC feels that "To develop pride in culture and to develop a strong self-image, Chicano children must have materials written using the language of the children. Then as they begin going to school, the classroom Spanish can

be taught to them." Examples of what the author (and by extension the CMC) considers "Chicano" Spanish are *muncho/mucho*, *desaijar/desahijar*, *ticher/teacher*, *files/fields*. Many of the terms used are regionally limited; however, the book was written to be used in a Headstart program as oral reading for comprehension or recreation, and the teacher can easily substitute more standard Spanish terms as she reads aloud to the child, since she is in effect modeling the language.

Similar books by the author for the CMC are: *Nuestros animales*, *La morenita*, *Los tres leoncillos*.

¿Quién? ¿Yo? Roberta Ryan. Casa Bautista de Publicaciones, P.O. Box 4255, El Paso, Texas 79914. 1967. 64pp. \$0.85 (paperbound). Spanish: Intermediate.

Details of Chilean customs, city and country life, education of children at the Colegio Bautista, and the grand preparation activities for their national Independence Day celebration are interspersed with commentaries on religion.

Some of the words in the story are exclusively Chilean; however, these are in bold face and are also included in a glossary. Although the vocabulary is well within the comprehension level of most students ages 10-13, this book may be used, at best, as supplementary reading material for individual study. The author lived in Chile for over 15 years; she taught at the Colegio Bautista for twelve years.

The Quiet Rebels; Four Puerto Rican Leaders: José Celso Barbosa, Luis Muñoz Rivera, José de Diego, and Luis Muñoz Marín. Philip Sterling and María Brau; illustrated by Tracy Sugarman. Doubleday and Company, Inc., 501 Franklin Avenue, Garden City, New York 11530. 1968. 118pp. \$1.45 (paperbound). English: JHS-HS.
Zenith Books.

The biographies of four Puerto Rican leaders in politics and other areas are told here in story form. The family backgrounds, the men's educational progress and the development of their beliefs are told in the context of the social, economic and political atmosphere of the Island. The book will serve as a resource, as in a library, as well as a text for American Studies or similar courses in secondary programs.

Raccontini Simpatici: A Graded Reader for Beginning Students. Liliana Cabib Briefel. Mary La Porta Alicino, Editorial Advisor. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. ©1975. 104pp. \$3.75 net; five or more, \$2.81 net each. (paperbound). Italian with instructions for exercises in English: HS; Adult.

Similar title: *Racconti Simpatici: A Graded Reader for Intermediate Students.*

This high-interest level reader with a limited vocabulary is especially designed to motivate beginning students in Italian. Each of the fifteen short stories is a humorous, original reading that catches the learner's interest and introduces the student to the culture of modern Italy. The exercises that follow each selected reading are comprehensive, covering reading comprehension and questions for personal expression. "For individualized instructional programs, the book is a valuable supplementary source to the student for further practice in structures and verbs and in strengthening vocabulary."

Rattlesnake Cave. Evelyn Libley Lampman; illustrated by Pamela Johnson. Atheneum Publishers, 122 East 42nd Street, New York, N.Y. 10017. ©1974. 185pp. \$6.25 (hardbound). English: Grades 4-7.

The story skillfully interweaves the present and the past and provides a stirring picture of the West. Eleven-year-old Jamie has been sent, for his health, to his Aunt Nora's ranch in Montana. While there, he develops a very close relationship with White Fang, an ancient Cheyenne, and with Horse, his grandson, who is Jamie's age. Jamie is caught up in the old Indian's mystical beliefs and gains vivid insight into the famous battle of Little Big Horn where the Indians defeated Custer, and where two of White Fang's older brothers fought. Jamie finds an ancient Indian medicine bag through which he also gains understanding of the Indian past. With Horse's help, he is able to return the medicine bag to its rightful burial place. This book may be used to supplement studies of the West, or for reading pleasure.

Reading Incentive Program. Spanish Edition. Ed and Ruth Radlauer; Spanish translation by Ana S. Covarrubias. Bowmar Publishing Corporation, P.O. Box 5225, Glendale, California 91201. 1973. Teacher's Guide 16pp., books 32pp. each. \$34.45, includes ten softbound books of one title, Teacher's Guide, filmstrip, cassette, Spanish (Teacher's Guide in English); Grades 3-5; Adult.

The use of material of high interest content provides the motivation the student needs in the development of a variety of language skills. The general objective of the program is to develop in the student the ability to read four 1200-word books, progressing from a sight and sound presentation of the filmstrip and recording to independent reading with increased proficiency in comprehension and vocabulary. The four titles in the Spanish edition are *Mini-motos*, *Los VW "Bugs"*, *Carros chistosos de carreras de arrastre*, and *Carros hechos a la orden*. Each book is illustrated with color photographs. The teacher guide contains background information on each topic, questions on the reading, and suggested activities. The content of the books also allows for their effective implementation in basic reading classes, levels junior high school through adult.

Reading in English Program. Developed by Culturally Democratic Learning Environments, Follow Through Project, University of California, P.O. Box 112, Riverside, California 92502. 1974 Reading Manual \$1.25, Activity Cards \$2.00; Price not available at this time for the Test Sheets. English: K-3; Educators. Similar programs: *Bilingual Math Program; Bilingual Science Program; Fun with Math; Reading in Spanish Program.*

This program emphasizes the teaching of reading in small groups. It suggests ways of combining two commercial programs (the Miami Linguistic Readers and the Sullivan Programmed Readers) with other reading, language development and writing activities. Materials include the *Reading Manual* which outlines the reading program, along with suggestions for managing reading groups, teaching choral reading and teaching reading for comprehension. Also given are *Reading Activity Cards* which describe a variety of language development and writing activities, and *Test Sheets* which are designed in a common standardized test format and draw upon words and skills taught in most beginning readers.

Reading in Spanish Program. Developed by Culturally Democratic Learning Environments, Follow Through Project, University of California, P.O. Box 112, Riverside, California 92502. 1974. \$1.75, includes a set of ten beginning Spanish readers. Price not available for Teacher's Guide. English and Spanish: K-3. Similar programs: *Bilingual Math Program; Bilingual Science Program; Fun with Math; Reading in English Program.*

This program is designed for children who begin school as Spanish monolinguals and for children who first begin reading in English. It mainly provides for teaching the skills of beginning reading. It covers approximately the first two years of reading instruction for Spanish monolingual children, or the first year of reading in Spanish as a second language. A complete set of lesson plans are included in the Teacher's Guide, along with a set of ten *Beginning Readers*.

READING READINESS SERIES/SERIE DE APRESTO PARA LA LECTURA. Ethel S. Maney; Spanish translation by Carmen Lagos de Signes. The Continental Press, Inc., 2336 Farrington Street, Dallas, Texas 75207. © 1974. \$4.50 each (spiralbound). Spanish and English: K-1.

The three books in the series each contain a Teacher's Guide in Spanish and English and 24 masters for liquid duplicators.

Discriminación visual -- Nivel A. 44pp.

This book is designed in sequential steps from gross to fine discrimination using familiar objects. The book also includes a supplement which reinforces the visual discrimination tasks.

Destrezas visual-motoras--Nivel A. 32pp.

The given activities are for developing skills in eye-hand coordination and perception of form-space relationships. The tasks require increasingly refined degrees of visual discrimination.

Destrezas de pensar--Nivel A. 47pp.

Designed to involve the child in activities which develop facility in the areas of vocabulary, reasoning, and organization, all of which are necessary for the child to engage in critical thinking.

Readings on La Raza: The Twentieth Century. Edited by Matt S. Meier and Feliciano Rivera. Hill and Wang, A Division of Farrar, Straus and Giroux, Inc., 19 Union Square West, New York, N.Y. 10003. 1974. 277pp. \$3.50 (paperbound). English: College; Professional Resource.

America Century Series.

The social and economic conditions of the Mexican American since the early 1900s is the subject of this collection. The articles, excerpts from books, transcripts of speeches and hearings, and doctoral dissertations, dating from the 1920s until the present and written by government (federal, state, and local) officials, professors, and students, reflect the conditions and attitudes prevalent at the time the articles appeared. The selections

are chronologically ordered and include studies on the waves of immigrants, investigations and differing explanations of the Anglo's treatment of the Mexican, the Mexican's attitude in the face of such, articles on the Mexican American during World War II, and descriptions of attempts at organizing as well as of political organizations. Some of the authors and authoring agents are: *Monthly Labor Review*, Sleepy Lagoon Commission Papers, Alfredo Cuellar, President's Commission on Migratory Labor, *Journal of Current Social Issues*.

Ready-Set-Read! (Multi-media) Margaret Golick; edited by M. Sam Rabinoritch. Learning Corporation of America, 1350 Avenue of the Americas, New York, N.Y. 10019. 1973. Average 4 minutes. Program of 36 Super 8 Film Loops, Lesson Plans and Activity Sheets for each loop. \$840.00 complete program; \$280.00 each for Sets A, B, C, with twelve film loops per set; \$24.50 individual film loops. English; Primary; Special Education.

This program may be used to teach readiness skills in an English as a second language setting for children who do not speak or read English, for classes where children speak English but cannot read, for remedial reading, and for special education. The colorful films capture the child's interest and encourage student participation. Each loop deals with one concept, has no sound, and carries no captions, so that it stimulates verbal response. Student activity sheets are provided so that the child can immediately put to use each concept learned.

Titles in Set A are: Mixed-Up Body, What Is It?, Inside-Outside 1-2, Name the Place, Guess their Jobs 1-2, How Am I Moving?, What Would You Say?, What Made Him Feel That Way?, I Packed my Suitcase, Before and After. These films cover such concepts and skills as developing body awareness, predicting from close-ups, seeing things in new ways, going from part to whole, deducing from clues, different points of view, learning the words to suit the occasion, reading feelings and

guessing what happened, visual and auditory memory, telling the story in logical sequence.

Titles in Set B are: Where's the Treasure?, What Block Is Where?, What's in the Box? 1-2, Which Group Do I Go To? 1-2, Which One's Bigger?, What Comes Next?, Tunnel Game, What's the Prize?, Who Did What?, Count the Dots. These films lead the child to more advanced concepts such as what our senses can tell us, prepositions, reading pantomime, concept formation, learning about size, patterns, sequence and spatial transformations, learning the meanings of *and* and *or*, describing events with precision, conservation of numbers.

Titles in Set C are: One and More Than One, Alphabet (A to M), Alphabet (N to Z), Read the Pictures 1-2, Beginning Sounds 1-3, Rhymes, Words That Sound the Same, Pick the Right Sound, Pick the Right Word. These films encourage the skills of discrimination of sounds and letters, visual scanning, rhyming, and creative use of language.

Reasoning Activities Without Reading. Dr. Frederick Schippert. Midwest Publications Co., Inc., P.O. Box 129, Troy, Michigan 48084. ©1975. 134pp. \$7.95 (paperbound). (60-day free trial period for schools). English: K-7.

A series of colorful worksheets involving shapes and forms are provided for the many activities which require manipulation of squares, triangles, circles, etc. A set of cardboard figures is included at the front of the book. Instructions are printed at the bottom of each page. For the student with the limited reading ability in English, examples are given at the top of the worksheets. However, many of the activities would require oral directions since the visual illustrations are frequently not clear enough by themselves. Mathematical concepts covered in the worksheets include transformations, shapes, curves, congruence, problem solving, proof, tree diagrams, sets, relations, and functions. No answer key is provided.

Recetas para leer. Nancy Graham; illustrated by Dale Haven Loy. Cover design by Arthur F. Harless. The National Urban Coalition. 28pp. Order from The National Urban Coalition, U.S.O.E., Washington, D.C. Spanish: Preschool; K-Primary.

Although intended as a guide for parents with the purpose of helping children develop the necessary skills for learning to read, this manual can be effectively used in the classroom by the teacher. The book stresses that verbal interaction with the child—talking, playing, laughing and singing—is crucial to the learning-to-read process. The manual suggests ways of fostering this interaction through the use of the five senses. Also included in the book are activities dealing with the concepts of differences and similarities, and grouping and classifying.

The Recruitment, Channeling, and Placement of Chicano Teachers. Edited by Gloria Chacón and James Bowman. The Southwest Network, 1020 B Street, Suite 8, Hayward, California 94541. 1974. 56pp. \$2.00 (softbound). English: Educators; General Interest.

The document consists of two sections: the first section is a reprint of Chapter Four of a U.S. Commission on Civil Rights publication entitled "Towards Quality Education for Mexican Americans."

The second section is a transcript of a discussion which was held as a result of a meeting of Chicano educators in April, 1974, sponsored by the Southwest Network. The discussion deals with education problems in the established institutions and the need for creating Chicano alternative schools.

Red Cloud: Sioux War Chief. Virginia F. Voight; illustrated by Victor Mays. Garrard Publishing Company, Champaign, Illinois 61820. 1975. 80pp. \$3.12 (hardbound). English: Elementary.

The war bonnet of Red Cloud had many eagle feathers. The brave deeds these feathers represented are recounted and beautifully illustrated in this biography of a war chief of the Bad Face Band of Oglalas, members of the Sioux Nation. Nine tales relate adventures of buffalo hunts, horse raids, and battles that Red Cloud led, as well as the negotiations he undertook to save his beloved Plains homeland. The book can be used in social studies, American history and reading classes.

Red, White, and Black: The Early Peoples of America. Gary B. Nash. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632. © 1974. 350pp. \$9.95 (hardbound); \$5.95 (paperbound). English: College; Library Resource.

Part of *History of the American People Series*.

Dr. Nash presents an objective view of the three major groups in eastern North America before the beginning of the American war for independence. He portrays the white, black, and red peoples as strong, independent cultures, all of which changed in their contacts with each other. Relying on the most recent scholarship, the author discusses several significant topics. For example, the English, who came from a society which valued private ownership, had to develop a convincing argument to justify taking Indian land. Their first descriptions of the American Indian were kind, enthusiastic, and positive. But gradually in the British writings he became more savage, less human, someone who had no right to hold land. Dr. Nash deals extensively with the subject of slavery and his arguments are soundly based in economic, demographic, and cultural facts. In order to fully exploit the abundance of the New World, the Europeans required cheap labor, and an accident of history made the Africans "the most available people in the world" at the time. Historians have long speculated on the response of black men to enslavement. Dr. Nash eliminates the Sambo myth and depicts a resistant and resilient people who through religion, work, and family survived a dehumanizing institution. *Red, White, and Black* presents some significant new insights into a period which

has been extensively, if not always accurately, documented. As supplemental or enrichment material, it may be used as a basis for class discussion in social studies or ethnic studies.

Un regalo para Dino. Marylu Moore; Spanish translation by Roberta Ryan. Casa Bautista de Publicaciones, P.O. Box 4225, El Paso, Texas 79914. 1968. \$0.80 (paperbound). Spanish : Ages 10-13.

An illustrated story about Dino, an orphan boy, who must make "*el Hogar para huérfanos*" his new home. The story takes place in Italy and relates Dino's experiences of his first day in the orphanage, accepting a new life style, making new friends, and learning to care for all the other "brothers". The story relates straightforwardly the fate of orphan children. As supplement material for a social studies class, it serves to illustrate social relationships, the societal care of the more unfortunate, and the social environment of orphan children as established by society. The main character, Dino, is portrayed as a courageous young boy resolved to move onward. The book may be used for independent reading.

Regional Dances of Mexico. Edith Johnston; illustrated by Louise Remund. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. 1974. 58pp. \$1.50 (paperbound); \$10.00 (cassette tape or reel). Spanish and English: Intermediate-HS.

This collection of Mexican folk dances includes skits, songs, musical scores and descriptions of costumes, in addition to diagrams and instructions for folk dances. The dances are from the states of Michoacán, Jalisco and Guerrero. The book can be used in any Spanish classroom where the teacher is interested in

involving the student in Mexican culture. Except for dialogue and lyrics, the text is in English.

El reloj. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. ©1974. Cardboard clock with movable plastic hands. \$3.75 (10" by 10"). Spanish: Primary.

Beside each numeral on the clock is the corresponding word written in English and Spanish. Minutes are indicated (5, 10, 15, etc.). Included with the clock are twelve small cards with a clock face on one side and the word and number equivalents on the other. The student takes a card, reads the description in English or Spanish, and sets the hands. He can check himself by looking at the clock face on the other side of the card. *El reloj* is designed for use in bilingual classrooms.

Reluctant Reformers: Racism and Social Reform Movements in the United States. Robert L. Allen with the collaboration of Pamela P. Allen. Anchor Books, Anchor Press/Doubleday, Garden City, New York 11531. ©1974. 347pp. \$3.50 (paperbound). English: Adult.

Mr. Allen analyzes seven social reform movements in the United States: abolitionism, agrarian populism, progressivism, the woman's suffrage movement, trade unionism, socialism, and communism. He discusses the nature, leadership, and internal dynamics of each movement emphasizing particularly the impact of racism. In a final chapter entitled "Capitalism, Racism and Reform," the author synthesizes his research and draws two major conclusions. First, almost all the movements "either advocated, capitulated before, or otherwise failed to oppose racism at one or more critical junctures in their history." Secondly, black reformers continually encouraged white coworkers to oppose racism but with little results. Discussion would be appropriate in social studies, ethnic studies, government or similar classes at college level.

Repaso matemático bilingüe. Edwin I. Stein; translation by Gloria Felix Cox. Allyn and Bacon, Inc., Ralston Park, Belmont, California 94002. © 1971. 306pp. \$7.96 (paperbound). English and Spanish: HS-College; Adult.

This is a bilingual version of the basic arithmetic material which appears in the complete edition of *Refresher Mathematics* as Part I: Decimal System of Numeration. The basal textbook in arithmetic is designed to provide individualized assignments with exercises arranged under unit topics. Developmental material is followed by diagnostic tests keyed to immediately succeeding practice examples. These progress in difficulty in a manner designed to promote success at each step and develop full understanding of the concepts. Inventory, achievement and mastery tests are included where needed, and "additional topics" at the end of each unit provide for further practice where needed.

Research With Cloze Procedure in Measuring the Proficiency of Non-Native Speakers of English: An Annotated Bibliography. John W. Oller, Jr. ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics. Distributed by ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. 1975. 32pp. \$1.95 (paperbound). English: Educators; Librarians; Linguistics.
CAL ERIC/CLL Series on Languages and Linguistics, No. 13.
ED 104 154.

Since the late 1960s the cloze procedure has been used to measure language proficiency of students in a classroom situation or in an institutional testing context; it has sometimes been used to investigate certain learner or material characteristics. Although techniques vary, all cloze studies have one common feature; they require a subject or group of subjects to replace missing verbal material in some context. This bibliography is divided into four major sections: pros and cons on the basic

procedure, research with cloze procedure especially with non-native speakers of English, research with languages other than English or social varieties of English, and general reviews on cloze research. Entries reflect international journals as well as university-level research.

Roberto Clemente, Kenneth Rudeen; illustrated by Frank Mullins. Thomas Y. Crowell Company, 666 Fifth Avenue, New York, N.Y. 10019. 1974. 34pp. \$3.95 (hardbound). English; Elementary.

A Crowell Biography.

When Roberto Clemente began playing baseball with the other boys in Carolina, Puerto Rico, nobody noticed. He was just another skinny little boy who couldn't hit very hard or throw very fast. But Roberto was determined to be a great baseball player, not just a good one. By the time he graduated from high school, he was one of the best players in his town and had been chosen to play on a local team. Then his big break came - Roberto was discovered by the Brooklyn Dodgers! But in 1954 black men in sports were not always treated fairly, and Roberto's struggles had just begun. *Roberto Clemente* is the story of a brave and generous man who was an outspoken representative of both black and Spanish speaking people. One of his friends has said, "He did not want to be just an ordinary person, he wanted to be the best." The book is illustrated in browntone drawings highlighted with lavender and green.

Rompecabezas de muchacho hispanoamericano en tamaño natural. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. 1974. Approximately 4' tall. \$5.50. Spanish and English; Preschool-Grade 1.

The puzzle is printed in color and die-cut into 19 pieces emphasizing interrelationships among body parts. It is designed to

teach body image, develop gross and fine motor skills, and bring out relationships and sequences. Suggestions for use are included with each puzzle.

Rompecabezas de nombres. Developmental Learning Materials, 7400 Natchez Avenue, Niles, Illinois 60648. ©1974. 25 double-sided puzzles (3" by 4 3/4"). \$4.75. Spanish: Primary.

Each puzzle has two interlocking parts—a picture of an object and the Spanish word for the object. The student must fit the pieces together to complete the puzzle. Each letter of the alphabet is represented. Since the puzzle cards are printed on both sides, there are fifty tasks in the set. The puzzle can be used in Spanish or bilingual classrooms.

Rompecabezas de números ordinales y cardinales. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. ©1974. 11 cardboard puzzles (7 1/2" by 3 1/2") \$4.00. Spanish: Elementary.

These puzzles are for the student having difficulty relating ordinal and cardinal numbers. Each puzzle has three pieces: the numeral, the word for the cardinal number, the word for the ordinal number. The concepts are also graphically presented by corresponding colored dots on each piece.

La rueda de la fecha. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. ©1974. Color calendar. \$3.00. Spanish: Elementary.

A unique calendar suitable in a bilingual classroom and consisting of three rotating discs: month, date, day of the week, it may be used year after year. By moving the discs, the student can line up the correct information in the viewing frame. The calendar is made of cardboard with each disc a different bright color.

Saad Ahaah Sinil (Dual Language). Martha A. Austin, editor. Navajo Curriculum Center Press. 2218 East Magnolia, Phoenix, Arizona 85034. ©1974 (School Board, Inc., Rough Rock, Arizona). 146pp. \$4.95 (paperbound). Navajo and English: Elementary.

This booklet is a lexicon of terms considered to be the most useful in the bilingual, bicultural classrooms of the locally-controlled Rough Rock Demonstration School. As this is not properly a dictionary (no definitions), vocabularies in forty-five interest areas are arranged alphabetically with the English equivalent terms. Early learning concepts, cultural and social concepts, health, environment—home, animals, plants, etc.—religion, classroom items and common activities are among the types of vocabularies provided.

Santería—African Magic in Latin America. Migene González-Wippler. Anchor Press, 501 Franklin Avenue, Garden City, New York, N.Y. 11531. ©1975. 178pp. \$2.95 (paperbound). English: College; General Interest.

"Latin American magic, better known in Spanish as Santería, had its birth in Nigeria, along the banks of the Niger River. The cult of Santería is a curious mixture of the magic rites of the Yoruba people, brought to the New World by slave traders over four centuries ago, and the traditions of the Catholic Church."

Ms. González-Wippler's familiarity with the rites of Santería stems from her extensive work with Caribbean religious and magical cults and her intimate knowledge of the folkloric traditions of Puerto Rico. Her book is illustrated with photographs of figurines and statues of Yoruba deities, ritual ceremonies of Santería, initiates of ceremonies, and religious processions. A glossary of Spanish and Yoruba words is included. The content provides for reading pleasure.

☆**SCDC SPANISH CURRICULA UNITS.** Developed in the Spanish Curricula Development Center (Miami Beach, Florida) by the multiethnic staff. Available from the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1973, 1974, 1975. The multimedia units include readers, cassettes, puppets, Teacher's Guides, supplements, and ditto packets. Units 1 and 2, \$85.15 each; Units 3-5, \$125.30. Spanish and English (Bilingual): Primary. Descriptive brochure on this bilingual curriculum and detailed price lists available from the publisher.

SCDC is a complete, nationally field tested curriculum created to support Spanish-English bilingual, bicultural programs in the primary grades. The teacher's guides are available in three versions: Southwest, Northeast, and Multiethnic editions. Complete curriculum is composed of five areas of instruction:

- Language Arts (Spanish)
- Social Science
- Science and Math
- Fine Arts
- Spanish as a Second Language

Each area of instruction implements the underlying thematic structure stemming from the Social Science Strand with themes overlapping each unit. The themes for each unit are:

- (Grade 1) Unit 1: The classroom
- Unit 2: The family
- Unit 3: The school
- (Grade 2) Unit 4: The neighborhood
- Unit 5: The school as a community
- Unit 6: The neighborhood as a community
- (Grade 3) Unit 7: The extended community
- Unit 8: Communities in the nation
- Unit 9: The nation as a community
- Unit 10: Communities around the world

The curriculum units, criterion-referenced achievement tests, individualized review kits, and teacher-orientation kits will be available at intervals designed to assure continuity of instruction through the third grade of Spanish-English bilingual programs.

☆ **School Community Relations Involvement Model.** Cristobal D. Trujillo; compiled by Jean Salas. New Mexico State Department of Education, Cross-Cultural Education Unit, Santa Fe, New Mexico 87501. 1974. 16pp. \$0.2 1/2 per page reproduction cost; \$0.1 1/2 per page for ten or more copies from the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. English: Educators.

Lists of suggestions comprise the essential content of this booklet. The various outlines include: (1) Do You Just Belong?, (2) Guide to Set Up Community Education Program, (3) Ten Commandments for Parents, (4) Tips on Getting Parents Involved, (5) The Role of the Parents, (6) Suggested Activities for Teachers in Preparing Themselves to Meet the Community and, (7) Philosophy and Objectives of Parental Involvement in the School.

The Secret Dog of Little Luis. Peggy Mann; illustrated by Richard Levenson. Coward, McCann and Geoghegan, Inc., 200 Madison Avenue, New York, N.Y. 10016. ©1973. 95pp. \$4.97 (hardbound). English: Intermediate.

This is a simple, realistic, and touching story about two city children, Carlos and Luis, and their adventures as secret owners of a puppy. Because no pets are allowed in their housing project, Carlos and Luis at once recognize the problems of living in a new apartment project and trying to keep a puppy. The story portrays a Spanish speaking family; the situation, however, is real and relevant for many children, particularly those from low income families.

¡Seguro que sí! I y II. Manuel Escamilla; illustrated by Terri Padilla and Robert López. Totinem Publishing Inc., 4036 Morrison Road, Denver, Colorado 80219. ©1970, 1971. I—149pp.; II—124pp. \$0.50 each (softbound). Spanish: Preschool.

This is a preschool program for the Spanish speaking child which attempts to relate to the migrant child by bringing out the experiences and concepts which he has developed in his early childhood. The program, consisting of eight units with five daily lessons in each, contains activities which draw on the child's experiences to develop those concepts and skills he will need upon entering school. The program was written for the Colorado Migrant Council; the language used is rural and regional to an extent.

A Selected List of Instructional Materials for English as a Second Language: Elementary Level and Secondary Level. Maybelle D. Marckwardt. ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics. Distributed by ERIC Document Reproduction Center, P.O. Box 190, Arlington, Virginia 22210. 1975. Elementary 11pp. \$1.58; Secondary 13pp. \$1.58 (paperbound). English: Educators; Librarians; Linguistics.

No. 13. ED 105 763 (Elementary) and No. 20. ED 105 754 (Secondary). *CAL ERIC/CLL Series on Languages and Linguistics.*

These two pamphlets are handy reference to ESL instructional materials. Each entry provides author, title, publisher name, date of publication, and a brief annotation. Publication dates of materials range from 1956 to 1974. Many of the titles were listed in the Center's 1974 publications *Selected List of Instructional Materials for English as a Second Language, Elementary Level and Secondary Level*, but there have been deletions and additions.

Semantic Theory: A Linguistic Perspective. Don L.F. Nilsen and Alleen Pace Nilsen. Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969. 1975. 191pp. \$6.95 (paperbound); \$11.95 (clothbound). English: Educators.

It is generally accepted that language is a tool for communication, a means of exchanging information. Beyond this bold statement, however, it seems that myriad difficulties can arise concerning the "relationship between the real world and people's use of written symbols designed to represent or to relate to this real world in some way." A measure of this confusion and complexity is "the wide range of departments to which linguistics is attached. It is in the departments of English, Foreign Languages, English as a Foreign Language, Speech, Philosophy, Psychology, Phonetics, Education, Anthropology, and Folklore. All these fields are interested in the relationship between deep structure, which is the semantics or underlying meaning of words, and surface structure, which is the oral or phonetic (or the written or graphemic) form of words. This relationship is what linguistics is all about."

In his foreword, J. Donald Bowen tells us that "the Nilsens offer us a carefully thought-out organization of human communication from the relevant point of view of semantics." Their "informative and readable 'state of the art' paper is directed to the nonspecialist in semantics, complete with evaluative bibliographic that are sketched out. It will be helpful for the general linguist, and ideal for the language teacher who wants to keep abreast of this most relevant advancing frontier in his profession. The presentation by the Nilsens of antonymy, synonymy, paraphrase, ambiguity, anomaly, the discussion of semantic features and deep case frames, the potential contributions of a better understanding of linguistic universals: all will help the teacher, will lift his confidence that he can adequately handle the complexities of his field."

Sequoyah: The Cherokee Who Captured Words. Lillie Patterson; illustrated by Herman Vestal. Garrard Publishing Company, Champaign, Illinois 61820. ©1975. 80pp. \$3.12 (hardbound). English: Elementary.

This biography of the lame Indian scholar, Sequoyah, tells the story of how he invented the Cherokee alphabet and wrote

down the language. Sequoyah worked in his Tennessee village as a trader, farmer, blacksmith and craftsman, but his dream was to find a way to put the Cherokee language into writing. After twelve years of hard work, he perfected 86 symbols that captured all the different syllables in Cherokee speech. The book can be used in social studies, American history and reading classes.

Seven in a Bed. Ruth A. Sonneborn; illustrated by Don Freeman. The Viking Press, 625 Madison Avenue, New York, N.Y. 10022. ©1968. 34pp. \$3.95 (hardbound). English: Primary-Intermediate.

Also by Ruth A. Sonneborn: *Friday Is Papa Night*.

A short story depicting the experiences of an immigrant Spanish speaking family in America (presumably in the United States), this publication treats the family's true economic situation lightly. Meant to be amusing and comical, the literary style follows fashion. The story leads to the scene where the mother and father plus seven children must accommodate themselves in a one-room apartment with only two beds. The book is in easy-to-read print and is illustrated page by page with pencil drawings highlighted in yellow. Children from low income families may identify with the various situations presented in this story.

Short History of Puerto Rico. Morton J. Golding. New American Library, Box 999, Bergenfield, New Jersey 07621. ©1973. 176pp. \$1.25 (paperbound). English: HS; Adult.

According to the preface, this is a "popular" history written for both the general reader and the student. It is not a textbook in the formal sense, nor is it a scholarly dissertation by a professional historian. The author examines Puerto Rico from cultural, geographical, and political standpoints. A briefly annotated list of sources is included, and the book is indexed.

Sing down the Moon. (Sound filmstrip) Scott O'Dell. Newbery Award Records, Inc.; Miller-Brody Productions, Inc., 342 Madison Avenue, New York, N.Y. 10017. ©1973. 36 minutes. \$20.00, includes two filmstrips, two cassettes; \$24.00 with record option. English: Elementary.

Bright Morning, a young Navajo girl, has known a happy life with her family and friends in the Canyon de Chelly in the Southwest. Peace is shattered in the spring of 1863 when Spanish slavers raid the canyon and sell her into slavery. She escapes, but Tall Boy, her betrothen, is badly wounded by a pursuing Spaniard. Then the "Long Knives"—United States soldiers—come and destroy the Navajo village. Bright Morning and family must face the hardships of the "long walk" to a reservation in the shadow of Fort Sumner. Only courage brings Bright Morning through the ordeal.

This filmstrip is a dramatization of the Newbery Honor book of the same name. An information sheet, written for an audience unfamiliar with Navajo history and culture, provides a story summary, vocabulary, background on the Navajos, and follow-up activities.

Six Families in the U.S. (Sound filmstrips) Phyllis M. Grant, in collaboration with Zelda S. Sweet; photography by Albert Pullinger. Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611. ©1970, 1971. Six units: six color filmstrips, average 54 frames; three LP or cassette tape recordings, average 8 minutes per unit. Filmstrips with LP recordings \$13.00 per unit; series of six units \$70.20. Filmstrips with cassette tapes \$14.95 per unit; series of six units \$80.73. Includes Teacher's Guides. English: Primary.

Families of six cultural backgrounds are revealed in their similarities and differences. Color photographs of normal, daily activities are quick-paced and show modern life styles. The filmstrip guide for each unit presents its objectives, the concepts to be developed and suggested student activities, in addition to

the complete narrative script. All families are shown in a positive light which enhances the group they represent. Only the first two units listed below were previewed at the DACBE.

The Batistas Buy a Store (Puerto Rican family)

The Changs Celebrate the New Year (Chinese American family)

The McBees Leave Kentucky (Appalachian family in a Northern city)

The Pattersons Live on a Farm (White family; life on a farm)

The Davises Live in a Project (Black American family; urban housing development)

The Garners Move to the City (Family new to a large city)

SOBER—Español (System for Objectives-Based Evaluation of Reading-Spanish). Prepared by Ricardo J. Cornejo, in collaboration with: Diane de Anda, Rosa María Chavoya, Ellen Finkelberg, Edna Frese, Karen Freidman, Diana González, Carmen Sánchez-Sadek, Diane Skolnik. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. © 1975. Objectives 10-20: 1-299 copies per test, \$1.08; 300 or more copies per test, \$0.97. Objectives 21-30: 1-299 copies per test, \$1.17; 300 or more copies per test, \$1.05. The minimum charge for producing a customized instrument is \$200.00 per test, per order. Spanish and English: K-3.

A new bilingual criterion-referenced instrument, *SOBER—Español* aims to assist teachers in selecting and cataloging objectives for assessing students' needs. The *Guide to the Selection of Objectives* provides information for achievement in specific skill areas according to the student population and reading programs. The *Catalog of Objectives* describes the components of the system in order to locate specific items in relation to the objectives of any reading program. All oral instructions and test items are in Spanish. SRA will provide a customized test with three items per objective and an Examiner's Manual for each test order. An answer key and recording data forms are provided. The *SOBER* programs contains more than 200 objectives to select from. *SOBER—Español* was developed at the Center

for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, California.

Social and Psychological Studies of Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations. Adelaide Jablonsky; with the technical assistance of Kimberly Fahrner (ERIC/CUE). ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, P.O. Box 40, Teachers College, Columbia University, New York, N.Y. 10027. 1975. 242pp. \$2.50 (paperbound). English: Educators; College. *ERIC/CUE Doctoral Research Series*, No. 11.

The studies abstracted in this listing approach minority children and youth from the psychologists' and social workers' points of view; affective areas are studied in depth. The roles of teachers and counselors in interaction with students have been analyzed extensively in the 182 dissertations listed. Eleven general subject approaches are subdivided in the index to present alternate ways of finding the material; author and institution indexes have also been included.

The Social Background of the Italo-American Child. Leonard Covello; edited by Francesco Cordasco. Rowman and Littlefield, 81 Adams Drive, Totowa, New Jersey 07512. ©1972. 488pp. \$25.00 (hardbound). English: Educators; College.

This scholarly volume is "a major study of a minority's children, of ethnicity, of the context of poverty and its challenge to the American school." It is historically significant in that it is a pioneer work in the field of the history of American education and the immigrant child. Dr. Covello offers a detailed study of the problems facing children of Italian parentage in the East Harlem community, New York City, through his use of interviews, life histories, case studies and questionnaires.

☆ **Social Studies I: A Bilingual Multicultural Guide.** Developed by the Fort Worth Public Schools, Bilingual Education Program, Fort Worth, Texas. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. 208pp. \$3.00 (paperbound). English and Spanish (Teacher's Guide): Intermediate.

Originally designed for fifth grade students, the fifteen units presented in this manual cover a wide range of topics—Aztec history, anthropology, economics, the United States Constitution, and several others. The subject matter could easily be adapted for use at other grade levels. Objectives, materials, and activities are described in detail. Suggested classroom discussion is given in both English and Spanish. Worksheet masters accompany the units, and an answer key for the teacher appears at the end of the book. A bibliography of suggested resource books and films is also included. Social Studies II, designed for Grade 6 is also available.

Song of the Spirit. Susanne Anderson; photographs by Susanne Anderson. Friends of the Earth, McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020. ©1973. 127pp. \$14.95 (clothbound). English: General Interest.

Susanne Anderson is a distinguished photographer and, as she puts it, "a friend of many Navajos." Her feelings of friendship are evident in this beautifully illustrated volume. The author is an outsider, and she recognizes this fact, "I do not think I know now, or will ever understand very well who the Navajos are." But her insights are genuine, and she presents a living portrait of Navajo daily life. This book shows the Navajo at home, at work, at play, at worship. Ms. Anderson has included her own impressions as well as the poems and conversations of the Navajos themselves. Her book is not idyllic; it is a realistic, sometimes sorrowful view of the modern Navajo at a time when his traditional lifestyle is more and more in contact with contemporary America. This is a historical overview of the Navajos written for the general reader.

Songs of the Dream People: Chants and Images from the Indians and Eskimos of North America. Edited and illustrated by James Houston, Atheneum Publishers, 122 East 42nd Street, New York, N.Y. 10017. © 1972. 83pp. \$5.95 (hardbound). English: General Interest.
A Margaret K. McElderry Book.

This is a varied collection of translations of Indian and Eskimo songs with a foreword by the author in which he attempts to explain the significance of songs, the composition of songs, and the singing of these songs. The author feels that the songs "have a remarkable vitality, voicing with passion an endless search for the magic in life and communion with nature." The book is illustrated with line drawings of artifacts, costumes, weapons, and scenes depicting dances or ceremonies. This collection of songs may serve as a basis for a unit of activity in social studies or music.

Sounds in Spanish. Ideal School Supply Company, 11000 Laverne Avenue, Oak Lawn, Illinois 60453. © 1974. \$10.00 (ten posters). English and Spanish: Preschool-Primary.

These ten colorful 13 7/8" by 21 3/4" charts are designed to help develop phonic skills, sight vocabulary, and auditory discrimination in a Spanish language program. Each poster designates either an initial, medial, or final sound in a word. A total of nine sounds are presented: C c (hard sound), C c (soft sound), Ch ch, G g (hard sound), G g (soft sound), J j, Ll ll, ñ, and rr. Also included is a Teacher's Manual.

Southern California: An Island on the Land. Carey McWilliams, Peregrine Smith, Inc., Box 30565, Santa Barbara, California 93105. © 1946, 1973. 387pp. \$3.95 (paperbound). English: Adult; General Interest.

The author moved to Southern California in the 1920s and immediately developed a tremendous interest in the region, its history, culture and folkways. The book covers, for the most part, the growth of Southern California from 1922 to 1951. The author also touches on the geography, climate, early Spanish explorations, and the story of the missions. He tells the latter not from the Franciscan point of view, but from the point of view of the real parties in interest, the Indians of Southern California. In dealing with "the days before the gringo came," he has tried to examine with realism the actual structure of social classes in Southern California. Mr. McWilliams has, in effect, tried to interpret Southern California and provide a historical overview for the general reader.

Southwest Areal Linguistics. Institute for Cultural Pluralism, San Diego State University, San Diego, California 92115. © 1974. 315pp. \$5.00 (paperbound). English: Educators; College.

The twenty-two papers in this volume were presented at the second annual "Workshop on Research Problems in Southwest Areal Linguistics" held at the University of New Mexico in Albuquerque, April 26-28, 1973. The majority of the papers are linguistic descriptions of areas of interest in language acquisition, production, or interference. Such descriptions can be of use in research on multilingual and bilingual education. Authors and titles include: Fritz G. Hensey, "The Development of Research Instruments for Mexican-American Spanish"; Helgi Osterreich, "Assessing Communicative Effectiveness in the Southwest: Child Interviews"; Manuel Reyes Mazón, "Oral Language Assessment Training: A First Field Test of Instructional Modules".

Southwest Indian Families: Navajo, Zuni, Apache, Hopi. (Sound filmstrips) J. Lawrence Walkup, educational collabora-

tor. Coronet Instructional Media, 65 E. South Water Street, Chicago, Illinois 60601. 1970. \$42.50; includes four color filmstrips, (average 52 frames), two cassette tapes; filmstrip guide; \$32.50 with record option. English: Grades 1-4.

This program of filmstrips is designed to stimulate interest in Indian traditions and lead to many reading and arts and crafts activities, some of which are suggested in the teacher's guide. The cultures of these four southwestern tribes are not alike, yet some attitudinal and social similarities are discussed: collective living, relaxed approach to time, values regarding possessions, etc. In each unit are described such facets of family life as cooking, sources of food, work patterns, approach to education, members of the extended family, crafts, style of homes and geography of their lands. The filmstrip is a series of close-up color photographs.

Spanish as a Second Language for Children. Developed by Culturally Democratic Learning Environments, Follow Through Project, University of California, P.O. Box 112, Riverside, California 92502. 1974. 510pp. \$5.00 (spiralbound). Spanish with English: K-Primary.

Designed for use in classrooms where Spanish is heard frequently, this curriculum consisting of seventy-five lessons provides about three year's work in SSL beginning with kindergarten or first grade children. These formal language lessons should complement the indirect language instruction which occurs in a bilingual situation. The lessons contain patterns for oral drills, games, oral as well as reading and writing activities, detailed suggestions for conducting oral drills and reviews, and evaluation sheets that can be duplicated for recording the progress of each child. All instructions to the teacher are in English. This curriculum was field tested in the kindergarten through third grade classrooms at Cucamonga Elementary School in Southern California.

- ☆**Spanish as a Second Language Units.** Fort Worth Public Schools, Bilingual Education Program, Fort Worth, Texas. Order from Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721, 1976. 115pp. \$2.00 (paperbound). English and Spanish: Upper Elementary-JHS.

These basic lessons are for the English monolingual and English dominant student. Originally designed for sixth grade, the activities may be adapted for use at other levels. This book outlines objectives, materials, and activities for the teacher; student worksheet masters are perforated so they can be easily removed for duplicating. Sample lesson topics include vowels, the Spanish alphabet, the Aztec calendar, telling time, clothing, and illness. The activities feature games, oral drills, maps, crossword puzzles, records, etc. A bibliography and answer key conclude the book.

- ☆**Spanish Dame Preschool Program: A Slide-Tape Presentation.** Spanish Dame Bilingual Bicultural Project, San Jose, California; Toni Micotti, Director. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721, 1975. 68 Color 35mm. slides; 15-minute audio cassette tape, with audible and inaudible signals. Boxed. No charge other than return postage; loans individually arranged. English: Educators of three- and four-year olds.

See also: *The Daily Curriculum Guide: A Preschool Program for the Spanish-speaking Child.*

This fifteen-minute orientation in color outlines the Spanish Dame Program objectives and activities. The photographs, made in the homes of participating children, feature children, parents and home tutors in action. The presentation may be used to train the home tutors and to inform parents and others in the community about the program concept. Available on a loan basis; the script, in Spanish and English, is in the accompanying *Planning the Program With the Home Tutor* (DACBE, 1975).

Spanish-English Program. Mort Walker and others. King Features, 235 East 45th Street, New York, N.Y. 10017. ©1974. Set contains eighty comic books (20 copies of four different titles) 33pp. each; one master ditto book (32pp.); four wall posters; Teacher's Guide (7pp.). \$42.50 set. Spanish and English: Primary-HS.

A unique approach to language education is used in the program. Some of the world's best known cartoon personalities, like Popeye and Blondie among others, bring the student a new sense of excitement about the whole idea of communicating in another language. Each comic book is divided into two equal sections which are identical except for the language used by the characters. Flipping back and forth from the Spanish section to the English, or vice versa, is encouraged. In this way the student grasps the full meaning of the dialogue. At the end of each section, two pages are devoted to comprehension exercises in each language. Each wall chart has twelve pictures along with descriptive words in both languages, and often the part of the world in which these words are used. The teacher's guide describes the content, provides correct answers to the exercise questions, and suggests effective instructional activities. The ditto book contains thirty-two ditto-reproducible pages with activities for the student.

Spanish for Beginners: (Sound filmstrips) Daniel E. Cardenas, educational collaborator. Coronet Instructional Media, 65 E. South Water Street, Chicago, Illinois 60601. ©1967. \$20.00, includes two color filmstrips, (average 51 frames), two cassette tapes, \$15.00 with record option. Spanish: Primary Spanish-speakers; Elementary-HS beginning Spanish students.

¿Qué hora es? Pedro has trouble getting to school on time until his mother buys him his own alarm clock and teaches him how to tell time. Photographs of persons on the filmstrips are shown on sketched background scenes in color. *Una comida de*

familia. Pedro eats a big sandwich and a large piece of cake when he gets home from school, then serves himself generously at dinner. However, he has no room left for his favorite dessert—chocolate ice cream. The phrases in both of these units are repeated slowly with time allowed for the student to repeat and practice the phrases. The art is color photography of people against sketched backgrounds and the music is lively.

Spanish for Beginners. (Multi-media) Ruth R. Cornfield: Teaching Audials and Visuals, Inc., 250 West 57th Street, New York, N.Y. 10019. ©1975. Average 39 frames. Program of 5 units with record, filmstrip, script, Teacher's Manual. \$180.00 complete program; \$39.00 per unit. Spanish: Elementary-HS. Similar programs: *French for Beginners*, *The Study of English as a Second Language*.

This series consists of five versatile, flexible units which cover the first two years of beginning Spanish.

The first unit, *La clase*, presents language patterns and substructures which the student can put to immediate use by speaking about what one finds in a classroom. Adjective and phrases of description are taught in unit 2, *En la escuela*. The third unit, *Mi familia*, teaches the designations and relationships of members of the Ortiz family. In unit 4, *Mi casa*, one learns the names and description of the rooms and their contents—the inside and outside of a Spanish house. The last unit, *Mi pequeña ciudad*, presents the names and description of Spanish shops, their proprietors, the merchandise which is sold in each one, the public services and the public servants.

- ☆Spanish Language Film Catalog. Gerry Mandell for Materials Acquisition Project (MAP), San Diego, California. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. 315pp. \$4.50 (paper-bound). English: Educators; Librarians.

This catalog is an annotated listing of over 1900 films. It is designed to provide teachers, teacher aides and librarians with a source guide for Spanish language films available for use in bilingual classrooms. Each film entry includes a short description of the film and information on source, length, interest level, year produced and whether it is in color or black and white. The entries are arranged alphabetically and a subject index by title is included.

Spanish Now!;/El español actual! Ruth J. Silverstein, Allen Pomerantz, Heywood Wald. Edited by Nathan Quiñones. Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797. 1975. 464pp. \$3.60 net school price, plus 8 percent transportation. (paperbound). English and Spanish: Grades 9-12; College.

The Spanish Level One "Worktext" offers a stimulating approach to learning the beginning essentials of the Spanish language. Each unit throughout the text presents the materials in a "personalized" form instead of the traditional memorization of dialogues. The stories and illustrations that introduce each unit are visually appealing and modern in scope. Five distinctive culture units are introduced that "stress the influence of Hispanic culture upon the Americas." In several instances in the text, both men and women are placed in stereotyped sex roles that are unfavorable to both sexes. A Teacher's Manual is provided separately containing auditory comprehension and dictation materials.

The Spanish Speaking in the United States: A Guide to Materials. With a new foreword by Francesco Cordasco. Compiled by the Cabinet Committee on Opportunities for Spanish Speaking People. Republished and distributed by: Blaine Ethridge-Books, 13977 Penrod Street, Detroit, Michigan 48223, 1975.

175pp. \$17.00 (clothbound). English: Educators; Librarians. Original Publisher: U.S. Government Printing Office, 1971.

The 1,139 entries in this source guide for teachers and librarians provide a variety of listings pertinent to Mexican Americans, Puerto Ricans, Cubans and other Hispanic groups in the United States. Categories of the listings include bibliographies (annotated); books and monographs (annotated); articles, reports and speeches (annotated); list of producers and distributors of Spanish-language AV material (from Proyecto Leer); list of serial publications, by state; and a list of Spanish-language radio and TV stations and programs by state. The usefulness of some categories is limited to retrospective research; for example "bilingual education" is not included as a topic and most post-ESEA Title VII research into language and economic areas is absent. Additional sources must also be consulted in most ethnic areas other than Mexican American, as the bulk of listings relate to this group. The variety and universality of topics included, however, exceed most retrospective listings. The subject index lists 181 topics. A supplement was anticipated by the editors; however, the CCROSS has since been revoked, before the supplement and other planned indexes were produced.

Spanish Stories/Cuentos españoles. Ángel Flores, editor. Bantam Books, Inc., 666 Fifth Avenue, New York, N.Y. 10019. © 1960. 339pp. \$1.25 (paperbound). English and Spanish: HS; Adult.

Ángel Flores states in his foreword "No European country produced prose fiction in the vernacular as early as Spain." With this idea in mind he has chosen for his collection thirteen representative stories spanning six centuries of Spanish and Latin American literature. Spanish text appears on the left with English translation on the right; each Spanish paragraph faces its English rendition. Flores has provided biographical information about the author before each selection and extensive background material, including unusual idioms. Spanish

discussion questions and a vocabulary list conclude the book. Because of its format and the scope of its selections, *Spanish Stories: Cuentos españoles* could easily be used as a language and literature textbook. Writers represented are Don Juan Manuel, the anonymous author of *Lazarillo de Tormes*, Miguel de Cervantes, Pedro Antonio de Alarcón, Ricardo Palma, Emilia Pardo Bazán, Leopoldo Alas (Clarín), Miguel de Unamuno, Horacio Quiroga, Benito Lynch, Jorge Luis Borges, Camilo José Cela, and Juan Goytisolo.

Spanish Today, Andrés Rivero C., editor. Cruzada Spanish Publications, P.O. Box 909, Miami, Florida 33165. 1975. 48pp. Six issues in yearly subscription: \$6.00, one year; \$10.00, two years, \$13.00, three years. \$1.00 single copy (saddle stitched). Spanish and English; Secondary; General Interest. May-June, 1975.

Spanish Today is published bi-monthly. Articles are on very interesting and diverse topics; the majority are condensations of articles appearing in publications from various Latin American countries. There are also stories, poems, activities, jokes, and interviews with well known personalities. *Spanish Today* provides a good variety of supplementary reading.

The Spanish Verb, Carlos U. López. Ediciones de la Frontera, P.O. Box 3013, Los Angeles, California 90028. © 1967. 40pp. \$2.65 (paperbound). English and Spanish; HS; Adult.

This book, suitable for use in Spanish language arts or SSL classes, provides a simple and practical guide to the use of Spanish verbs. Each section of the book describes a particular verb conjugation, such as preterit, present subjunctive, and perfect tenses. Few examples are given in sentence form and the only alphabetical listing is that for frequently used irregular verbs.

Explanations and designations of tense forms are stated in English.

Spider Woman: A Story of Navajo Weavers and Chanters. Gladys A. Reichard. The Rio Grande Press, Inc., Glorieta, New Mexico 87535. ©1934; reprinted 1971. 187pp. \$8.00 (hardbound). English: Library Resource; General Interest.

According to legend, Spider Woman taught the Navajo women how to weave on a loom made of sunrays and sky and earth cords. In the early 1930s Gladys Reichard spent several summers among the Navajos learning Spider Woman's art. In her book Dr. Reichard, an anthropologist, carefully describes gathering herbs for dyes, carding and spinning, setting up a loom, and weaving various patterns. She also depicts numerous Navajo ceremonies, chants, and legends. One of the more descriptive sections deals with the Shooting Chant, which has as a primary purpose purification of the house and calling the blessings of the gods. Sand painting is part of this ritual, and Dr. Reichard's accompanying narrative is meticulous. Gladys Reichard was a professor of anthropology at Barnard College and is the author of many books on Navajo culture and natural science. She died in 1955. This printing of *Spider Woman* is a reproduction of the first edition. Several black and white photographs, primarily dealing with weaving, illustrate the book. This book may be used to supplement studies of the Southwest, or for reading pleasure.

Stiff Ears: Animal Folktales of the North American Indian. Written and illustrated by Alex Whitney. Henry Z. Walck, Inc., 19 Union Square W., New York, N.Y. 10003. ©1974. 55pp. \$4.95 (clothbound). English: Elementary.

This is a collection of six animal tales for children from different American Indian tribes representing various geographical areas of the United States—Hopi, Chippewa, Iroquois, Chinook,

Pawnee, Cherokee. Each legend is preceded by a brief description of the tribe and its way of life. In these introductions Mr. Whitney primarily portrays the past lifestyles of the American Indians; he provides little information on their contemporary characteristics and customs. Drawings in turquoise, black, and white illustrate each story.

Stories That Must Not Die, Volumes I, II, III. Juan Sauvageau; illustrated by Roel Montalvo. The Oasis Press, distributed by Publishing Services, 1800 Lavaca, Austin, Texas 78701. 1975, Volume I; 1976, Volumes II, III. Approximately 48pp. \$1.75 each (paperbound). English and Spanish: JHS-HS; General Interest.

These volumes contain a collection of stories that are a part of the oral tradition in the Southwest. There are ten stories in each volume, with the English and Spanish versions appearing side by side. At the end of each story there is a list of questions about the text and a list of questions suggested by the text, in both languages. At the end of each book, lists of vocabulary words and cognates are provided for each story, again in both languages.

The stories are very readable, and cover a variety of subjects. In the animal fables, the roadrunner outwits the coyote, the owl is left to call out forevermore for the vain bird he had made his responsibility, the bee beats the horse in a race, and the snake is foiled and taught that it is neither nice nor wise to be ungrateful.

In the accounts of individuals, still well remembered and well loved in that part of the country, we learn of Padre Pedrito Keralum, the partially blind French architect who became an Oblate priest in south Texas; of Don Pedrito Jaramillo, who performed miracle cures, but only for those with faith in their hearts; and of others whose exploits are still recounted around campfires and kitchen stoves.

Stories of the supernatural abound in the Southwest, and we are told the Laredo version of that tragic, oft-repeated tale of

La Llorona, the woman who cries by the edge of the river on moonlit nights for the children she lost; we read, too, about a mysterious mirror, a haunted lagoon, and a young man who danced all night with a girl long dead. And we read the delightful account of how the devil finally got his due, and as a result became the unreasonably unpleasant personage he is nowadays reputed to be. The stories are well written and interesting, and would make a good addition to any classroom or library.

The Story of Ferdinand. Munro Leaf; illustrated by Robert Lawson. The Viking Press, 625 Madison Avenue, New York, N.Y. 10022. ©1938 (renewed 1964). 68pp. \$2.95 (hardbound). English: Elementary.

This is basically the traditional Ferdinand the Bull story. He still sits under the trees and in the arena smelling pretty flowers. Some of the illustrations and text give very negative stereotyping of the art of bullfighting and consequently of the traditions of Hispanic speakers.

Street Markets Around the World. Winifred and Cecil Lubell; illustrated by Winifred Lubell. Parents' Magazine Press, 52 Vanderbilt Avenue, New York, N.Y. 10017. ©1974. 64pp. \$4.59 (library binding). English: Grades 1-5.
A Finding-Out Book.

The fascinating differences between people and places around the world are portrayed through colorful descriptions of markets and street fairs of the past and present. Contrasting the supermarket with open marketplaces and peddlers from France to India, the authors have revealed social and economic customs of significance in many cultures. Indoor markets as in many American cities, craft fairs, flea markets, and garage sales are cited to illustrate the great variety even in the United States. The authors suggest new combinations of convenience with

pleasurable features as their hope for marketing in the future. A large number of two-color line drawings illustrate the text.

Studies in English to Speakers of Other Languages and Standard English to Speakers of a Non-Standard Dialect. Rodolfo Jacobson, editor. *The English Record*, State University College, Oneonta, New York 13820. April (Vol. XXI, No. 4). 1971. 185pp. \$1.00 (paperbound). English: Educators; College. *The English Record, Special Anthology Issue and Monograph.*

This anthology issue is a collection of articles on the concept of bilingualism and bidialectalism and English instruction. The articles in the section English to Speakers of Other Languages are in three categories: Cultural Differences, Bilingualism, and Curricular Innovations. Papers in the section Standard English to Speakers of a Non-Standard Dialect are also in three categories: Attitudes, the Historical Perspective, and Contrastive Dialectology. Contributing authors include: James W. Ney, "Predator or Pedagogue?: The Teacher of the Bilingual Child"; Thomas R. Hopkins, "Teaching English to American Indians"; Mary Finocchiaro, "Teaching English to Speakers of Other Languages: Problems and Priorities"; Frederick Williams and Jack L. Whitehead, "Language in the Classroom: Studies of the Pygmalion Effect"; Davenport Plumer, "Verbal Interaction and Verbal Ability: Research and Practice."

The Study of English as a Second Language. (Multi-media) Ruth R. Cornfield. Teaching Audials and Visuals, Inc., 250 West 57th Street, New York, N.Y. 10019. ©1975. Program of four units with cassette or open reel, filmstrip, Teacher's Manual. \$39.00 per unit. Student Book: \$3.95 each, minimum order twenty books. Spanish: Elementary-HS.

Each unit contains many selections in which linguistic phenomena of the English language are presented in context through audio, visual, and printed media.

Unit 1, *Our School*, consists of fifteen instructional situations showing children in a typical American school. This unit teaches present tense regular verbs. Unit 2, *On the Farm and in the Zoo*, consists of eighteen instructional situations, presenting the characteristics, habits and other interesting facets of the lives of various animals, wild and domesticated. The past tense of regular and irregular verbs, and *if* clauses with the future are taught. In Unit 3, *The Dodd Family at Home*, the third person singular of regular verbs is taught. In this unit, we find a typical family, Mr. and Mrs. Dodd with their three children in their home. The unit consists of twenty instructional situations. Unit 4, *The Street Where I Live*, consists of eighteen instructional situations. This unit presents object pronouns, indefinite pronouns, adjectives with prepositions, negative contractions, and various expressions with *look*, *look at*, *look over*, *look good*, etc.

Stumbling Blocks in Arithmetic. Stumbling Blocks in Fractions. Bilingual Versions. (Sound filmstrips) Doreen Rademacher, writing and collaboration. Pathscope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, New York 10802. ©1973. Arithmetic: \$95.00, includes three color filmstrips, six cassettes. Fractions: \$126.00, includes four color filmstrips, eight cassettes. Average 16 minutes each. Preview available. Teacher manuals and script in English, with soundtracks in English and Spanish. English and Spanish: Intermediate.

Stumbling Blocks in Arithmetic presents three mathematical concepts: Regrouping in Subtraction, The Two-Place Multiplier, The Two-Place Divisor.

Stumbling Blocks in Fractions presents The Language of Fractions, Equivalent Fractions, Addition and Subtraction of Fractions, Multiplication and Division of Fractions.

Children enact and narrate problems encountered in mathematical practice; illustrations and action help to explain abstract concepts. The teacher's manual provides objectives, mathemati-

cal content of each filmstrip lesson, vocabulary, narration and a number of activities for reinforcement. Several frames on the filmstrips following the narration present visually problems. The words are in English. The visuals present persons of various ethnic and cultural groups.

Summer Fun en Español. Cruzada Spanish Publications, P.O. Box 909, Miami, Florida 33165. 1969, 1974. 32pp. \$1.50 each, 1-4 copies; \$1.00 each, 5 or more. (self-cover). Spanish: JHS.

This exercise workbook is intended for use with Spanish students during the summer months. The exercise section is divided into eight weeks of five days each. It includes crossword puzzles, acrostics, word games, antonym-synonym exercises, riddles, cartoons, etc. Each exercise has short instructions in Spanish. The second section gives a Spanish-English vocabulary list covering every word used in the workbook. The list section gives answers to the exercises and is to be used after the exercises have been completed.

Tal como es. Anne E. Ife. EMC Corporation, 180 East Sixth Street, Saint Paul, Minnesota 55101. 1972, 1973. \$47.00, includes five tapes or cassettes, textbook, teacher's guide; \$2.95 additional textbook. Spanish: HS-College.

This is a program in Spanish designed for intermediate level students of Spanish. It features a series of "man on the street" interviews (a total of 30) conducted in different parts of Spain. The student is encouraged to listen and duplicate day-to-day Spanish. The topics discussed are: jobs, homes, schools, lottery, fashion, courtship and marriage, and the role of women in con-

temporary Spanish society. Content of the textbook includes script, notes on grammar and culture, and explanations of the more difficult idioms. The teacher's guide provides a variety of suggestions and useful activities for classroom use.

Tales the People Tell in China. Robert Wyndham, Doris K. Coburn, consulting editor. Illustrated by Jay Yang. Julian Messner, 1 West 39th Street, New York, N.Y. 10018. ©1971. 92pp. \$4.95 (hardbound). English: Grades 3-6; Library Resource.

This collection of fifteen legends, folktales, and anecdotes was gathered from many sources—both traditional and modern. These stories of honesty and dishonesty, thrift and greed, wisdom and foolishness reveal all levels of Chinese society, customs, and religion. "The Young Head of the Cheng Family" is the story of a young woman who, through her cleverness, brings prosperity and happiness to her family. "Gift of the Unicorn" tells the legendary story of the birth of Confucius. "Mai Liang and His Magic Brush" is told as adapted by the Peking government. Wyndham's style is simple yet engaging, and Jay Yang's classic illustrations in the tradition of China's ancient art add interest and depth to the stories. A complete list of sources is at the end of the book. Teachers may want to expand on the philosophical overtones of the stories with the students to promote cultural understanding and attitudes.

Tarjetas de clasificación. Joanna S. Davis. Developmental Learning Materials, 7440 N-tchez Avenue, Niles, Illinois 60648. © 1974. 45 cards (2 1/8" by 4"). \$2.50 set. Spanish and English. Preschool-Grade 1.

This game is designed to aid in the development of categorization skills and basic vocabulary in a bilingual setting at the early childhood level. It consists of forty-five cards which can be divided into nine categories of five cards each. The nine cate-

gories are easily identifiable to children (for example, cleaning aids, musical instruments, tools, etc.). Each card has the name of the object printed on it; instructions to the teacher are included.

Tarjetas de secuencia de tamaños. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. 1974. 30 cards (4" by 4"). \$2.50 set. Spanish and English: Preschool-Grade I.

Practice in organizing material in a sequential manner is a necessary part of any school readiness program. These cards present five drawings—a bench, a key, a frog, a guitar, and a bell—each in six graduated sizes. As the child manipulates the cards he develops and strengthens skills in recognizing, analyzing and organizing objects in sequential patterns. Included in the set are caption cards, also in graduated sizes, which can be used with the picture cards in language development programs.

Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students. The U.S. Commission on Civil Rights. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1973. 68pp. \$1.00 (paperbound). English: Educators.

Report V: Mexican American Education Study.

This report describes an interaction study conducted in California, Texas, and New Mexico. Using the Flanders Interaction Analysis System, researchers categorized classroom behavior in order to determine if teachers treat Mexican American and Anglo students differently. There were obvious disparities favoring Anglos in six major categories: teacher praise, acceptance and use of student ideas, positive teacher response, teacher questioning, all noncriticizing teacher talk, all student speaking.

In summary, "Mexican American pupils in the survey area receive considerably less of some of the most educationally beneficial forms of teacher behavior than do Anglos in the same classroom." In addition to the results of the research, the report includes extensive explanation of the techniques employed, sampling procedures, and sources of possible bias. Graphs and black and white photographs illustrate the book.

- ☆ **Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education**, Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721, 1975, 53pp. \$1.50 (paper-bound). English: Educators; Librarians.

Seven major categories of training materials comprise this annotated listing: Bilingual Education (general information), Teacher Training, Cultural Awareness, The Student, Language Acquisition and Second Language, Methods and Materials, and Evaluation. These nearly two hundred books and programs were those suggested by directors of classroom and university programs as being of most use for pre-service, in-service and self-directed training for teachers in bilingual and multicultural education. Administrators', teachers' and evaluators' contributions are included for a full view of skills necessary in the field. Numerous cultural groups are taken into consideration, as are a variety of viewpoints on pedagogical, linguistic, evaluative and attitudinal topics. The publishers and their addresses are listed, in addition to author and title indexes.

The bibliography is accompanied, until the supply is exhausted, by a copy of the listing *Guide to Teacher Education Programs for Bilingual Bicultural Education in U.S. Colleges and Universities* (DACBE, January, 1975).

Teaching a Second Language: Sentence Length and Syntax, Francine B. Stieglitz, National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801, ©1973 88pp.

\$2.50 (paperbound). English: Educators; College.
From NCTE Committee on Research, Report 14.

In this revision of her doctoral dissertation, Dr. Stieglitz scientifically approaches a very real problem in second language teaching: constructing oral drills which are effective and interesting, but not too difficult for the student. She focuses on two particular elements of the drill: sentence length and syntactic structures. Foreign students and native English speakers, all attending Columbia University, were asked to repeat the same 84 sentences in a language laboratory setting. Age, sex, native language, and proficiency in English were also examined. The foreign students spoke more than eighteen different languages with the largest group being Spanish speakers. Since Dr. Stieglitz carefully delineates the bounds of her study, the reader is discouraged from drawing any generalized conclusions. However, the author does make some specific remarks relevant to the preparation of drill materials. In addition to statistical data, Ms. Stieglitz has included in the Appendix complete versions of her Sentence Repetition Test and Word Repetition Test.

Teaching ESL Grades 7 Through 12. Russell V. Kleitsch for the San Diego City Schools. San Diego I.S.D., San Diego, California. 1968. 90pp. \$1.50 (paperbound). English: Educators.

Presents the view that non-English speaking children are linguistically handicapped and blames their low academic achievement on poor English language proficiency. The program, intended to correct this language deficiency, is organized into six topics: Needs of ESL Students, Organizing an ESL Program, Teaching Pronunciation, Teaching Sentence Structure, Beyond the Pattern Drill, and Planning Lessons for Beginning Level Instruction in ESL.

Teaching Reading to Non-English Speakers. Eleanor Wall Thonis. Collier-Macmillan International, A Division of the

Macmillan Company, 866 Third Avenue, New York, N.Y. 10022. © 1970. 270pp. \$7.50 (hardbound); \$3.95 (paperbound). English: Educators.

Ms. Thonis' book begins at the prereading level (listening and speaking), progresses to basic reading skills in the first language, and concludes with learning to read in a second language. The author explains and discusses the pros and cons of various approaches to the teaching of reading—language experience, linguistic, basal reader, individualized reading, programmed instruction. Her style is clear, and she is careful to define terminology which may not be familiar to the average reader. In addition to outlining basic teaching techniques, Ms. Thonis deals with specific reading problems in the subject areas, makes suggestions on choosing materials, and comments on evaluating reading growth. Her book is a concise but comprehensive guide for teaching this crucial skill.

Teaching Strategies for Ethnic Studies. James A. Banks. Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210. © 1975. 502pp. \$6.50 (hardbound). English: Educators; Professionals.

Virtually every American ethnic group is covered in this book: European American, Afro-American, Mexican American, Puerto Rican American, Cuban American, Native American, and Native Hawaiian. Part I discusses the goals of ethnic studies and ways to organize and plan the ethnic studies program. Part II contains, for each ethnic group, background information on the group, strategies for teaching key concepts at primary, intermediate, and high school levels, and suggested resource materials and books for students and teachers. Appendices include a chronology of key events in American history, an annotated list of selected films and filmstrips on American ethnic groups, a selected list of ethnic periodicals, and a section on "Criteria for Evaluating the Treatment of Minority Groups and Women in

Textbooks and Other Learning Materials." An index is also provided.

Techniques in Language Control. S.A. Richards and Christine Gibson. Newbury House Publishers, Inc. 68 Middle Road, Rowley, Massachusetts 01969. © 1974. 141pp. \$5.95 (paper-bound). English: Educators.

This book discusses the systems of language called Every Man's English and Basic English, whose purpose is to provide a common medium for clear communication. The authors particularly recommend this approach to language learning and control for people who are limited in their use of English, whether they are native or non-native speakers.

The concept of Basic English (BASIC: British, American, Scientific, International, Commercial) originated with C.K. Ogden in the 1920s. The system consists of a minimum selection of words which are "capable of representing with an examinable and sufficient degree of fidelity the meanings conveyable in full English...The learner who goes on from Basic into more English (as all do) has only to make his ideas of English structure wider. There is no 'unlearning' necessary if his teaching has kept to the Basic rules."

The book presents Basic English word list, examples of exercises and "translations" into Basic English, and discussions of actual classroom situations where teachers and students have used the techniques with good results.

Tesoro de cuentos de hadas. (Sound filmstrips) Produced by Arthur Luce Klein; translated from English by Blanca Ortiz and Lisandro García. Illustrated by Margot Hubicki, *et al.* Spoken Arts, Inc., 310 North Avenue, New Rochelle, N.Y. 10801. © 1973. Four color filmstrips, average 36 frames; four cassette tapes or LP recordings, range 8 to 18 minutes. \$60.00 complete set with LP recordings, \$66.00 with cassettes; also available

individually. Includes teacher guide, reading script and masters for student activity sheets (four). Spanish: Elementary.
Based on *Treasury of Fairy Tales*.

These four traditional fairy tales were selected for their universal appeal with children. The audio cassette is recorded for manual and automatic projectors and is accompanied by the *Libreto para lectura* (scripts). A "ditto" master activity sheet is provided for each story. The teacher's guide, in Spanish, gives a history and synopsis of each tale, vocabulary, questions for determining comprehension and auditory and visual perception, activities and discussion questions. The tales are:

El sapo príncipe (The Frog Prince)

Rumpelstiltskin

Las ropas nuevas del emperador (The Emperor's New Clothes)

La caperucita roja (Little Red Riding Hood).

☆ **Tesoros de mi raza:** Programa de lectura y enseñanza del lenguaje. Bilingual Program, Edgewood I.S.D., San Antonio, Texas. Illustrated by James Pérez. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. Reader 87 pages, \$1.75; Teacher's Guide and workbook, 88 pages each, \$3.25 set. Spanish: Grade 4.

This unit is the first in a series of eight units which compose a Spanish language arts and reading program for grades four through six. *Tesoros de mi raza* contains lesson plans for approximately twelve weeks instruction for a language arts and reading class. Subsequent units are scheduled to be published during the year.

The reader contains twelve reading selections whose topics include familiar legends and situations of high interest or relevance to Mexican American children. The stories are fast-paced and informative, making them not only interesting but also enjoyable reading. The reader is abundantly illustrated with line drawings which can be utilized by the teacher as sources

of information as well as illustrations for the story. The *Guía para el maestro* contains plans for reading and grammar lessons. The *Cuaderno de trabajo* contains duplicating masters for practice exercises and enrichment activities. The unit provides a complete teaching program for a Spanish language arts class.

There Are Two Lives; Poems by Children of Japan. Richard Lewis, editor. Translated by Haruna Kimura. Simon and Schuster, Rockefeller Center, 630 Fifth Avenue, New York, N.Y. 10020. © 1970. 96pp. \$4.95 (clothbound). English: JHS-HS; Library Resource.

This collection of Japanese children's poems represents a keen insight into children's observations of the world around them. The book is divided into six sections, Family, Play, School, Creatures, Nature, and Thoughts, with disarming, original poems contributing to each theme. The book is well illustrated with children's drawings. The mood of the poetry is very open and creative. This book will contribute to the students' experience with literature.

☆**Tiempo artesano/Time, the Artisan: poesía en dos idiomas.** Mireya Robles; translated by Angela de Hoyos, with a prologue by Manuel Durán. Illustrated by Bob Grigsby. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. 1975. 135pp. \$1.65 (paperbound). Spanish and English: Secondary; Adult.

The English translations of Ms. Robles' poems appear to the right of the Spanish, on the opposite page. Poems are presented in four sections: *Poemas de España*, *Poemas del tiempo*, *Ciclo cerrado*, *Poemas de la muerte*. The poetess writes in exile in the United States; Manuel Durán characterizes the resulting isolation: "The poetic voice of Mireya Robles originates from solitude, but it advances—slowly, deliberately, without faltering—

toward communion . . . To search for time, to come face to face with time, she has sought—and found—the poetic vocation, poetry itself.” The black and white line drawings above the Spanish-language poems are repeated above the English translation in reverse—dark appears light, etc. Art of this type illustrates most poems in the book. This publication serves as supplemental or enrichment material in a Spanish language arts class.

The Tiger and the Rabbit and Other Tales. Retold by Pura Belpré; illustrated by Tomie de Paola. J.B. Lippincott Co., East Washington Square, Philadelphia, Pennsylvania 19105. © 1965. 127pp. \$3.93 (hardbound). English: K-8.

The selections in this collection of eighteen folktales from Puerto Rico vary from whimsical fantasy, as in “The Tiger and the Rabbit,” to humorous tales of the natives of the island. The book may be enjoyed by children of all ages and can be used in elementary and junior high school reading programs.

Titeres y cinta grabada. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648. © 1974. Five puppets, approximately 11” by 19”, fur-like material; cassette tape; Teacher’s Guide. \$18.50 set. Spanish and English: Preschool-Grade 1.

Designed to stimulate language development and general social and cultural awareness, the puppets create a situation and the child is asked to relate to this situation. The five animal puppets—a dog, a rabbit, a koala bear, a pig and a bear—and the tape are especially useful as a way of stimulating verbal interaction with children who are reluctant to speak with others. Although the colorful puppets are appealing, the teacher will probably have to identify them for the children. Teacher might prefer using the accompanying script rather than the rather formal and adult tape presentation. In addition to the script,

the Teacher's Guide includes suggestions for further language stimulation using the puppets.

Tokec, Katop Tenoq Sipkiw: For Now, But Not for Long. Robert M. Leavitt. Wabnaki Bilingual Education Program. Indian Township School, Indian Township, Maine 04668. 1974. Teacher's Guide: 85 pages; student's text: 48 pages. Two board games, Teacher's Guide, student's text. Games, \$1.60 each; Teacher's Guide—free, one per order; students text, \$2.50. English: Intermediate-JHS.

This case study of events in Maine and neighboring New Brunswick during the American Revolution is told from the Indian point of view. The student text describes how the Penobscots, Passamaquoddies, Maliseets, and Micmacs become involved in the conflicts between Americans and British. Eventually the Indians join with John Allan, a white man from Nova Scotia who favors the American cause, and they leave their homes on the St. John to fight the British. Five hundred men, women, and children make the difficult journey to Machias where the party engages the British and defeats them. As the Indians prepare to return home, they ask for reassurance that their land will be protected, and they promise to help in the fighting for freedom. But the alliance is one-sided, and the Indians return to the St. John alone and without aid. The teacher's guide provides twenty-two lessons, nineteen projects for a six-weeks course of study. Students can become involved in map making, a canoe trip, collecting stories, and role playing. Two board games "Battle!" and "The Land Game" help the pupils understand conflicts and how they are resolved. The program is imaginative and well-planned. Although written for a local audience, this informative study of one historical incident may be used in any school to study the relations between the Indian and the white man.

El Toro Pinto and Other Songs in Spanish. Ann Rockwell; music lettered by Harlow Rockwell. Illustrated by the author. Macmillan Publishing Co., Inc., 866 Third Avenue, New York, N.Y. 10022. ©1971. 51pp. \$7.95 (hardbound). Spanish and English: Primary.

A collection of thirty songs from the Spanish-speaking world, every song is illustrated with the costume, architecture, plants and animals in the song. For those children who are just learning Spanish, the pictures are there to suggest what the song is about and to give them hints as to the meaning of the Spanish words. English translations of the songs are provided. This song book is intended for Spanish-speaking children as well as for children who are learning Spanish as a second language.

The Toy Trumpet/La corneta de juguete. (Multi-media) Adapted from the book of the same title by Ann Grifalconi; music by Mike Lobel. Media Plus, Inc., 60 Riverside Drive, Suite 11D, New York, N.Y. 10024. ©1973. Color filmstrip (58 frames); one LP recording (Pt. 1, 8 minutes; Pt. 2, 9 minutes) or audio cassette tape; one book, one program guide. \$24.00 with cassette tape; \$22.00 with record option. English and Spanish: K-6

The Toy Trumpet by Ann Grifalconi. (Indianapolis: Bobbs-Merrill, 1968. 32pp., hardbound)

The multimedia bilingual program is designed to reinforce the vocabulary and understanding of two cultures through color and music. A young Mexican boy in a rural village wants a trumpet, but everyone he asks tells him he is too young. He finally decides to do odd jobs and save his money; when he finds a pink plastic trumpet at the right price he is overjoyed that he can finally lead an Independence Day parade. The festival atmosphere of the pictures and music are the background to the story, which is presented in English and in Spanish. The multimedia guide suggests a variety of activities in various areas (art, music, social studies) and a bibliography of related re-

sources for use with children, in addition to a complete Spanish script and a condensed English script. The English script is the same as the text of the book itself.

Trina's Boxcar. Patricia Miles Martin; illustrated by Robert L. Jefferson. Abingdon Press, 201 South 8th Avenue, Nashville, Tennessee 37202. ©1967. 11pp. \$3.25 (clothbound). English: Primary.

This story centers around the idea of solving communication problems between two different language groups. The story is about Trina, a Spanish-speaking girl who lives with her family in a boxcar in Wyoming, and her need for communication and her eagerness to learn English. The book is relevant in a bilingual classroom as supplemental material.

Triplets. Genevieve Waring. Midwest Publications Co., Inc., P.O. Box 129, Troy, Michigan 48084. ©1972. \$2.50. (card deck in plastic box. (60-day free trial period for schools). English: Primary.

This card deck is of fractions. Each card has a fraction and a circle divided into parts representing the fractions. The author suggests four possible games—ordering fractions from lowest to highest, totaling fractions to make one, totaling fractions to make two, and matching equivalent fractions. Reading is not required to play the games, but instructions do appear in English.

Two Grasslands: Texas and Iran. (Film) Learning Corporation of America, 4600 West Diversey Avenue, Chicago, Illinois 60639. ©1971. 21 minutes; 16mm. color, sound. \$205.00; rental \$20.00. English and Spanish sound track: Elementary-JHS.

The Edwards Plateau and the steppes of Iran present an opportunity for contrast in the cultural approach to dealing with similar aspects of the physical world. The varying relationships between man and the land serve as patterns in the cultures for interpersonal and political relationships. The agricultural styles and resulting yields also yield comparisons which can lead to classroom discussions of environment in relation to technology.

The United States Book: Facts and Legends about the 50 States. Max Hill and Elizabeth N. Felton. Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401. ©1975. 112pp. \$5.95 (clothbound). English: Ages 10 and up.

This easy-to-read book explores each state's history, geography and natural resources. The readers also learn how each state got its name and its nickname. Maps are included which show the location of each state in addition to an original design spelling out the state name in a representative drawing. Students will find this book a practical and informative resource to have for independent study in history or geography classes.

USA-Mexico Culture Capsules. J. Dale Miller and Russell H. Bishop. Culture Contrasts Co., 2550 East 3370 South, Salt Lake City, Utah 84109. ©1974. 110pp. \$6.00 (paperbound). English: Secondary.

Although the authors state their intention of correcting cultural stereotypes, the encapsulation of contrasts is done in a manner which might well reinforce these. A true understanding of neither the American way of life nor the Mexican is likely to result due to the restricted nature of the "cultural" premises.

Similar titles by the authors include *USA - France*, *Anglo - Navajo*, and *White - Black*.

¡Vamos a ver! Helena Valenti; illustrated by Roger Payne. EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota 55101. © 1971. \$43.00, includes five tapes or cassettes, textbook, teacher's guide; \$2.50 additional textbook. Spanish: HS-College.

This Spanish language program is based on a television Spanish language course originally produced by the British Broadcasting Corporation. The program is intended for the beginning student of Spanish and consists of twenty short episodes which contain common situations of everyday life. The student book provides a dialogue, a list of words and expressions and a section of practice exercises. Comprehension tests are also provided. The Spanish used in this program is from Spain.

VD: A New Focus. (Film) Narrated by James Brolin for Productions Unlimited Film Corporation. American Educational Films, 132 Lasky Drive, Beverly Hills, California 90212. © 1971, 1975. 16 minutes; 16mm. sound, color. \$255.00 (purchase), \$30.00 (rental). Preview available. English and Spanish: JHS-HS.
Health Film Library: A Noel Nosseck Film

Facts, misconceptions and solutions for venereal diseases are concisely presented in an informative and matter-of-fact style. Dr. Stephen Sacks identifies and explains medical symptoms and treatments, manner of transmission and effects of late or non-treatment. Questions for discussion, vocabulary and some background information are provided in the film guide. The Spanish version is quick-paced and features a variety of native

speakers. This film may be used in science or health education classes, as well as in adult in-service workshops.

La vida en la Roma Antigua (509 A.C. al 476 D.C.) (Sound filmstrips) Singer/SVE—Society for Visual Education, Inc., International Division, 1345 Diversey Parkway, Chicago, Illinois 60614. © 1974. \$36.50, includes four filmstrips (average 52 frames, 18 1/2 minutes), two cassettes, four guides; \$32.50 with record option. Spanish: JHS-HS.

Filminas sonoras en español. Based on *The Roman Way of Life*.

Presents the Roman culture with descriptions of home and family life, the gods and goddesses, and the art and architecture of homes and public buildings. Information is illustrated with very nice photographs and maps. Titles in the series are: *Los romanos*, *Las religiones romanas*, *Las comunidades y los hogares romanos*, *La arquitectura y el arte romano*.

La vida en la Sudamérica de hoy. (Sound filmstrips) Singer/SVE—Society for Visual Education, Inc., International Division, 1345 Diversey Parkway, Chicago, Illinois 60614. © 1974. \$55.50, includes six filmstrips (47 frames, 17 minutes), three cassettes, six Teacher's Guides; \$49.50 with record option. Spanish: Intermediate-JHS.

Filminas sonoras en español. Based on *Living in South America Today*.

Designed to be used in social studies and in world geography, this color series is divided into two sets of four titles each. It presents such topics as historical background, agriculture, natural resources and urban life. Titles in the series are: *El norte de sudamérica — Colombia, Venezuela y las Tierras Bajas de las Guayanas*; *El Altiplano Andino — Ecuador, Perú y Bolivia*; *La Cuenca de Amazonas*; *Los Altiplanos del Brasil*, *Los países del Río Plata — Argentina, Uruguay y Paraguay*; *Chile*.

La viejecita del zapato. (Film) Herbert F. Spitzer, educational collaborator. Coronet Instructional Media, 65 E. South Water Street, Chicago, Illinois 60601. © 1963. 11 minutes; 16mm. sound. \$130.00 (color). \$65.00 (b & w). Preview available. Spanish: Primary.

Based on *The Old Woman in a Shoe—Beginning Number Concepts*.

The nursery rhyme serves as a conceptual starting point for the problems of counting: one-to-one correspondence, numbers up to nine, simple forms of expressing addition, and a basic approach to sets. The old lady figures out how to determine how many children there are and how many bowls, etc. she needs to feed them. When the children line up by size the concept of ordinal numbers is discussed. The tone is light and the illustrations colorful. The Spanish is simple and might be followed by children in an SSL or FLES program.

Vietnamese Alphabet Coloring Book. Grand Rapids Public Schools, The Bilingual Department, 143 Bostwick Avenue, N.E., Grand Rapids, Michigan 49502. © 1976. 40pp. \$0.60 (softbound). Vietnamese; K-3 (Primary).

Large, simple illustrations of words beginning with each of the 29 letters of the Vietnamese alphabet make up this coloring book. The pages are standard letter-size, and can be copied for class or individual use as desired. More publications are being prepared for early bilingual education of Vietnamese children by the staff of the Grand Rapids Bilingual Program.

VIETNAMESE MATERIALS. Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Price information given below for each title. Educators.

The materials included here have not been received for review; however, it is felt that because of the increased need and the scarcity of Vietnamese materials their inclusion is merited. For further information, contact the publishers.

A Directory of Personnel Resources for the Education of Vietnamese Refugees. (\$1.00) A list of both Vietnamese and American educators with special expertise in teaching "content" subjects in Vietnamese or English as a second language.

An Annotated Bibliography for Teaching English to Speakers of Vietnamese. (\$1.50)

English to Vietnamese Phrasebook. (\$3.00; 2 accompanying cassettes \$13.00) Designed for the Vietnamese speaker.

Hints for Dealing with Cultural Differences in Schools: A Handbook for Teachers Who Have Vietnamese Students in Their Classrooms. (\$1.00) For American teachers who wish to understand the Vietnamese school environment. "Particularly delicate subjects are dealt with," according to the publishers.

Vietnamese to English Phrasebook. (\$2.00; accompanying cassette \$6.00) Designed for the English speaker.

A Visit to the Father. (Sound filmstrips) Auska Lee (George Mitchell), editor and illustrator. Centron Educational Films, 1621 West Ninth Street, Lawrence, Kansas 66044. 1972. Four color filmstrips, four records or cassettes, leader's guide. \$59.50 with records; \$67.50 with cassettes. English: 11 levels; General Interest

The epic Navajo legend surrounding the Twin Boys, forerunners of the human race, is presented in visuals including original paintings as well as photographs of the locales where the story is set. In four sequential episodes, the ancient saga of the gods, animals, giants and monsters can be viewed in pro-

grams on literature, the Navajo culture, folklore or religious comparisons. The leader's guide discusses the significance of various references and suggests class discussions and activities for various themes and age levels as well as for public and school library story hours and literature discussion groups.

Visuals for Use with Lessons. Jack Gardner for the ESL Bilingual Project Center, San Diego City Schools, San Diego I.S.D., San Diego, California, 1970, 85pp. \$1.50 (paperbound). English as a second language (ESL). Elementary.

The visuals are eighty-five pages of illustrations for use in ESL programs. Each page contains two 5" by 7" illustrations representing vocabulary words. They may be duplicated and made into ditto masters, spirit masters and transparencies. The visuals may also be used in Spanish as a second language (SSL) classes.

Vital English—Inglés vital, Parts I and II. Nancy Donahue and Barbara Zurich; illustrated by Helene Kostakis. Vital English, P.O. Box 3461, City of Industry, California 91744. ©1970. Parts I and II. Teacher's Guides: \$3.25 each. Parts I and II. Student Books: \$2.25 each. English and Spanish. Educators; Adults.

Also available *Vital English: For Your Community*, \$2.25. An organizational outline for Vital English Programs.

"*Vital English* is a simplified conversation book for class or self-instruction. It is planned to meet the initial needs of the beginning adult student who wants to be a more vital part of his community. The essential aspects of listening, speaking, reading, writing, and learning are taught with the use of everyday conversations." Many illustrations are used throughout the two books, and the Spanish translation of words and sentences is provided.

"The Volunteer Vital English Program is a nonprofit organization, sponsored by the La Puente California Community

Adult School of the Hacienda La Puente Unified School District. Its purpose is to teach English to adults who cannot attend adult school at its regular facilities." Classes are taught at the homes of the students and at night at neighborhood schools. "An informative manual, *Vital English for Your Community*, is also available." It is a complete guide for organizing and maintaining a program of this type.

Each lesson consists of the following sections: Conversations, Sentence Practice, Questions and Answers, Lesson Illustrations, Look and Say, Look and Write, and homework. A Teacher's Guide includes instructions for each section and "features for additional study and incentive."

Many students of English as a second language have expressed a desire to know more about American life and customs. Therefore, holiday dates and explanations, music, recipes, and the Pledge of Allegiance have been incorporated in the course.

Vocabulario Español Enrichment Rouser. Alan Riese and Beverly W. Rodgers. Ideal School Supply Company, 11000 Laverne Avenue, Oak Lawn, Illinois 60453. ©1974. \$5.00 (24 spirit masters). Spanish and English. JHS-HS.

This set of duplicating masters offers a variety of puzzles, wordgames and other activities to supplement a Spanish language program, either as a first or second language. The activities are designed to assist in vocabulary building, word recognition, syllable rule and accent clue, translations, matching gender of articles and nouns, subject-verb agreement, and formation of infinitives. Each master is well illustrated and offers a creative approach to the subject.

The Voice of the Children. Collected by June Jordan and Terri Bush. Washington Square Press-Pocket Books, 630 Fifth Avenue, New York, N.Y. 10020. ©1970, 1974. 128pp. \$0.95 (paperbound). English. All levels. General Interest.

This is a collection of poetry, short prose pieces written by Black and Puerto Rican children of New York City. They write of the ghetto, of their hopes for better lives, of politics, of school and of pride in themselves. The creative writing workshop in which these young people have thrived has published a weekly magazine, *The Voice of the Children*, and a quarterly called *Expand*. Several of the poets and writers have also had their writings published in national publications and anthologies. Theirs is the voice of pain and hope of people of adolescence, heightened by their ghetto experiences; theirs is the voice of the future. Pictures of the young authors are included in the book. Students in other schools may wish to use this collection as a model for similar creative writing workshops.

Voices of Aztlán. Edited by Dorothy E. Harth and Lewis M. Baldwin. New American Library Inc., P.O. Box 999, Bergenfield, New Jersey 07621. ©1974. 245pp. \$1.95 (paperbound). English. Educators: College.

This is a collection of contemporary Chicano fiction, poetry and drama. The editors have attempted to bring together the voices of the Chicano from World War II until the present. The selections are divided into three genres in a loose chronological order: prose fiction, poetry, and drama. Among the authors represented are: Ernesto Galarza, Mario Suárez, Amado Muro, Alurista, Gloria Pérez, Abelardo (Delgado), Ricardo Sánchez, and Luis Valdez.

Wassaja "Let My People Know". (National newspaper) American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California 94117. ©1974. Monthly. 20pp. \$10.00 per annum. English. HS; Adult

This newspaper, published monthly, contains up-to-date information concerning Indian affairs and happenings of national scope. Designed as a "National Newspaper of Indian America", it presents the problems of the American Indian today and explores the solutions. Such accounts of recent Indian history are much in need. This periodical would be an interesting supplement for use in a bilingual or ethnic studies class at the high school level.

We Are Chicanos: An Anthology of Mexican-American Literature. Philip D. Ortego, editor. Washington Square Press, 630 5th Avenue, New York, N.Y. 10020. 1973. 330pp. \$1.25 (paperbound). English. HS/College; Adult.

This collection of contemporary Mexican American literature is "a representation of modern Chicano expression, which must be recognized as an important strand in the thread of American literary tradition." A preface by Philip D. Ortego presents a brief description of the historical background of the Chicano. Included are the works of George I. Sánchez, Jacinto Quirarte, Américo Paredes, Armando Rendón, Lydia R. Aguirre, Estela Portillo, Nephtali de León, and Raymond Barrio. The book is comprised of two parts. Part I consists of historical perspective, anthropology and politics; Part II includes poetry, drama and fiction.

Wednesday's Children: A Report on Programs Funded under the Migrant Amendment to Title I of the Elementary and Secondary Education Act. National Committee on the Education of Migrant Children, 145 East 32nd Street, New York, N.Y. 10016. 1971. 132pp. \$2.50 (paperbound). English. Professional Resource, Researchers, Project Directors.

This report presents the findings and recommendations of a one-year study on the status of education for migrant children.

The National Committee on the Education of Migrant Children, a private, nonprofit organization, was funded by the Ford Foundation to conduct the research in 1969. Information was gathered from USOE, state education agencies, and local projects. Researchers also observed thirteen project sites in nine states. The study deals with several specific problems—securing appropriate staff, involving parents, assuring accountability, determining the number of migrant children and identifying them, late appropriations and rigid allocation procedures, and lack of fiscal knowledge by program officials. *Wednesday's Children* is not an optimistic report. It is very straightforward about identifying weaknesses in migrant education. Because of its critical nature, the book would be especially helpful to project personnel in planning programs and setting realistic goals. Chapter IX "Summary and Recommendations" is particularly noteworthy. The Appendix provides Title I funding data and statistics on local sites.

We Have Not Vanished. Alfred Tamarin, Follett Publishing Co., 1010 West Washington Boulevard, Chicago, Illinois 60607, 1974. 160pp. \$5.97 (hardbound). English: General Interest.

This description, in word and picture, of today's Eastern Indians makes the reader feel he is actually visiting with many of these Native Americans. The book's descriptions tell where they live, what their lifestyles are, and how their ancient traditions have been preserved or lost through the years. It also dispels many misconceptions about the Native American which have been passed along through the years. The book carries a message from the Indians of the East: "Hello. Here we are. We are fine." Also, "It is very important to us that people realize we still exist and are still carrying out the duties that were handed down to us by our ancestors" (Chief Irving Powless, Jr., Onandaga Nation).

We Rode the Wind: Recollections of Nineteenth-Century Tribal Life. Compiled and edited by Jane B. Katz. Lerner Publications Co., 241 First Avenue North, Minneapolis, Minnesota 55401. ©1975. 110pp. \$6.95 (hardbound). English: JHS-HS.

Also by Jane B. Katz: *Let Me Be A Free Man: A Documentary History of Indian Resistance.*

This is the first in a two-volume anthology of authentic American Indian literature. The subject of this first collection is the Indian way of life in the nineteenth century before it was disrupted by the white men. Included in this volume are legends, traditions, autobiographical writings and historical narratives. Through the eloquent and moving accounts in this volume, an insight is given into the traditional values, customs, and beliefs of America's first inhabitants. Discussion would be appropriate in social studies, ethnic studies or similar classes.

When Thunders Spoke. Virginia Driving Hawk Sneve; illustrated by Oren Lyons. Holiday House, 18 East 50th Street, New York, N.Y. 10022. 1974. 95pp. \$4.95 (hardbound). English: Primary.

The modern Sioux boy in this story considers himself too smart to accept the beliefs of the old. Then he finds an ancient relic, a sacred stick; subsequently unusual things begin to happen to his family. A haunting story with illustrations that set the mood "of wonder and brooding" for independent reading.

Why We Have Laws: Shiver, Gobble and Snore. (Film) Learning Corporation of America, 4600 West Diversey Avenue, Chicago, Illinois 60639. 1970. 7 minutes; 16mm. color, sound. \$125.00; rental \$12.00. English and Spanish sound track. Primary Grades.

Three characters who are in turn cold (Shiver), hungry (Gobbler) and sleepy (Snore) because of all the king's rules, decide to go live where there are no rules. Their mutual aggravation with each other's ways leads them to agree on some rules to solve the problems, and they realize the benefit of having a few rules they make themselves. Some of today's laws and alternatives for dealing with unfair laws are discussed.

The World of Work/El mundo del trabajo. Educational Design Inc., 47 West 13th Street, New York, N.Y. 10011. ©1969. \$169.00 set (14 cassette tapes, 28pp. Instructor's Guide). Spanish or English: Adult.

Fourteen lessons performed by Puerto Rican, Cuban and Mexican American students present the interpersonal problems encountered by newcomers to the world of work. The lessons show how to deal effectively with these problems, and are divided into four topics: New on the Job—some of the problems to expect and how to handle them; Dealing with Supervisors—good and bad excuses, the boss's side, what to do if someone gives you a hard time; Rules of the Game—things that affect paycheck size, official and unofficial policies, gripes a boss will and will not listen to; Moving Up or Out—how promotions are made, when to change jobs, the wrong way to leave a job. The tapes can be used in a group setting or individually and can be used by an instructor with little knowledge of Spanish.

Your Child's Reading: Tips to Parents/La lectura de su hijo (a): aviso confidencial a los padres de familia. Franklin-McKinley School District, 400 Tully Road, San Jose, California 95112. 1974. 5pp. each edition. \$0.20 each. Spanish and English editions: Parents.

The ideas presented in this booklet are designed to help the parent emphasize and reinforce good reading habits in the home. The language is that of educators and may thus need adaptation to more common terminology for local use—this is true in both language editions. However, the information is sound and should prove useful, especially for middle-class parents.

Yukiyu (El espíritu de Borinquén). Eduardo Ordóñez; English translation by Anthony Rawlings. Illustrated by Manuel Otero. Plus Ultra Educational Publishers, Inc., 137 West 14th Street, New York, N.Y. 10011. ©1973. 32pp. \$2.75 (paperbound). Spanish and English: Upper Elementary-JHS.
Un álbum Plus Ultra.

"Yukiyu is the good spirit who lives in Borinquén's highest mountain. From the earliest time, the Indians of the Island prayed to Yukiyu for whatever they needed. One day, a group of the most typical animals of Puerto Rico" calls upon him to help them choose a King of the Beasts for the island. The four candidates are the Lamb, the Chameleon, the Hummingbird and the Coquí. In their speeches they advocate various philosophies, which the reader must decide among so he can vote on the ballot provided on the last page. The pen-and-ink drawings are full-page and in color; these illustrate the artist's view of each philosophy and give a historical sense of the meanings of each. This publication is useful for social studies; particularly studies of Puerto Rico and its politics and history in the bilingual, bicultural classroom.

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The following key provides an explanation of abbreviations used in the Subject Index that includes topics of special pertinence, and partially covered or mentioned in the text.

KEY TO ABBREVIATIONS

- PK Preschool: Ages 0-4
 K Kindergarten: Ages 5-6
 P Primary: Grades 1, 2, 3
 I Intermediate: Grades 4, 5, 6
 JHS Junior High School: Grades 7, 8, 9
 HS Senior High School: Grades 9, 10, 11, 12
 A College and Adult
 E Educators—Teachers, Librarians, Administrators, Other
 Professionals
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-

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